

901

The One-Room Country Schools in Illinois

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1909
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The School House—

Heating.

Lighting.

Ventilation.

Equipment.

Grounds.

Suggestions to Boards of Directors.

Organization.

PUBLISHED BY

The Department of Public Instruction.

FRANCIS G. BLAIR, Superintendent.

U. J. HOFFMAN, Assistant.

Department of Country Schools.



SPRINGFIELD:

ILLINOIS STATE JOURNAL CO., STATE PRINTERS

1909

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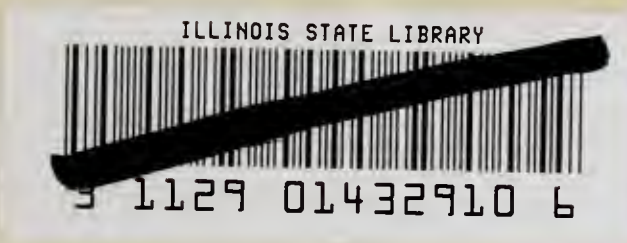
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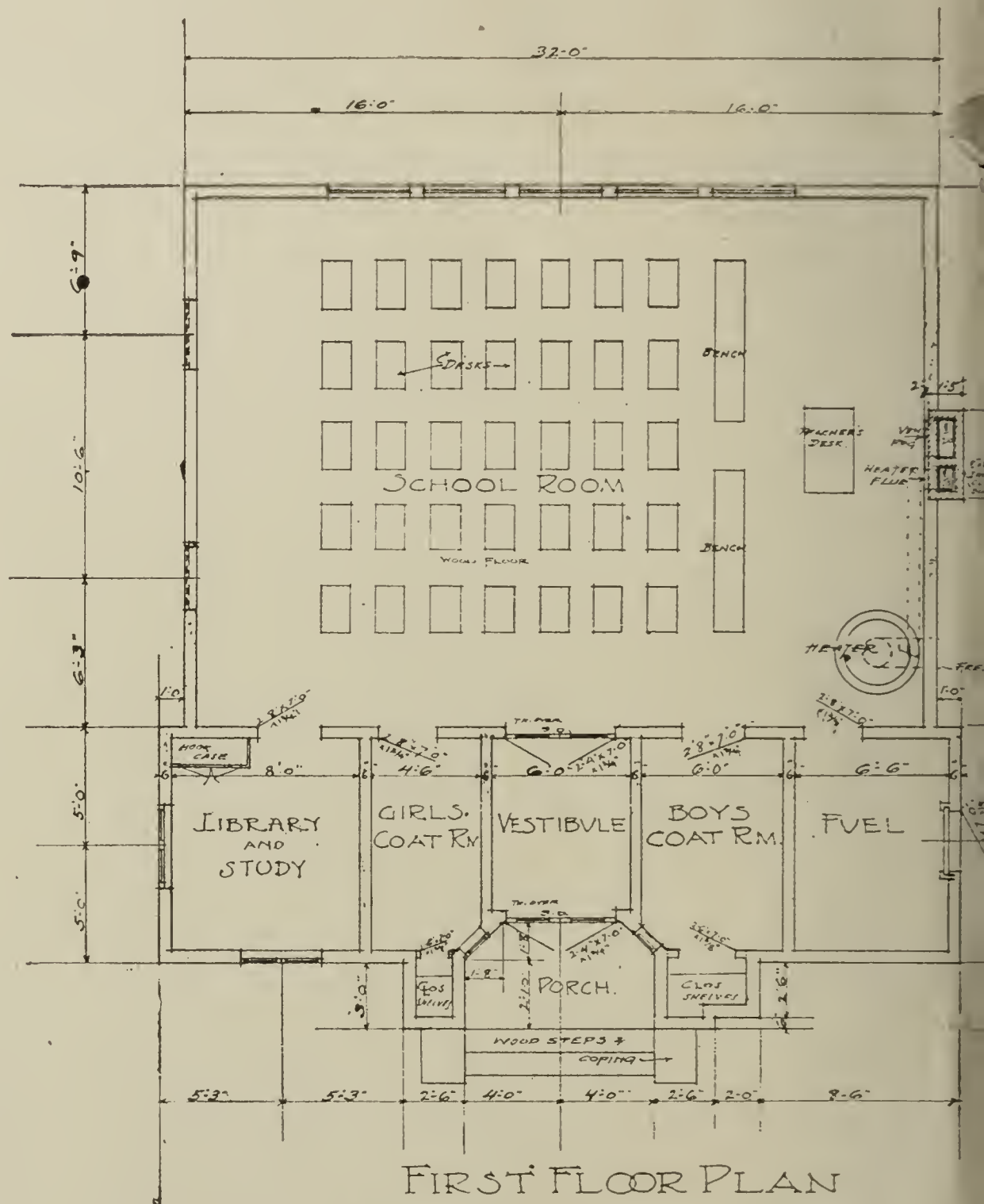
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FOREWORD.

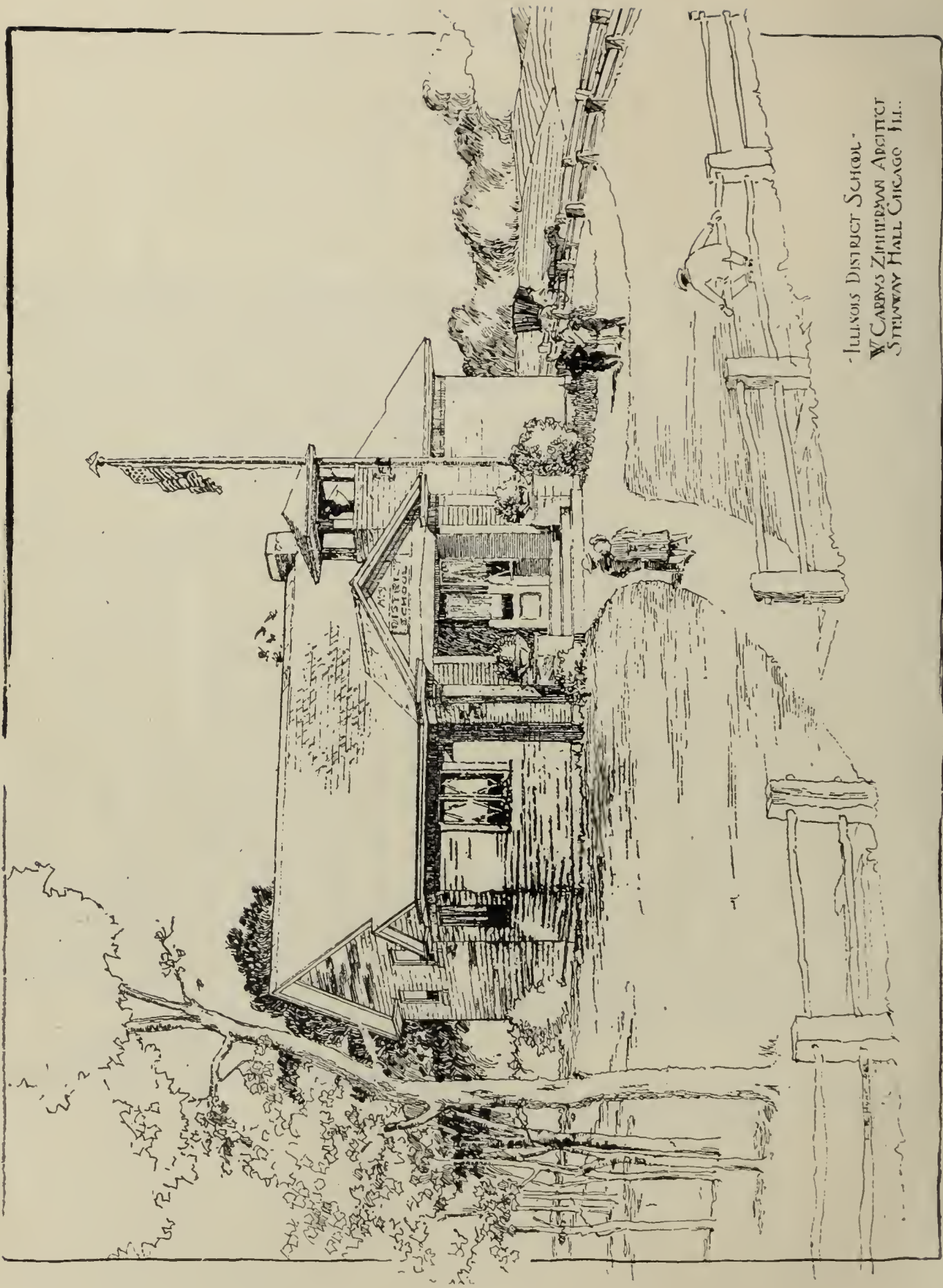
Although Illinois is making marvelous growth in manufacturing and mining, agriculture is and will continue to be one of our greatest industries. We have our great centers of commerce and manufacturing, but are still very largely a State of farms, a commonwealth of rural communities. This large rural population affects the character and form of our institutional life. This is especially true of the great institution—the common school. To meet the needs of these comparatively sparsely populated farming communities, the single-room school house came into existence and, notwithstanding the continued establishment and growth of villages and cities, notwithstanding the strong tendency towards the consolidation of separate districts, the single-room school will continue to be an important part of the common school system of Illinois. Last year 307,111 children attended school in the 10,638 single-room school houses of Illinois.

It is with a view towards improving these district schools that this bulletin is issued. It has been prepared by Mr. U. J. Hoffman, the State supervisor of country schools. I am under great obligations to Mr. W. C. Zimmerman, State Architect, who has taken such a keen interest in the matter and given much of his valuable time to the preparation of the plans and specifications of what is, perhaps, the most artistic and, at the same time, the most useful single-room school building ever offered to the directors of the country schools.

I am sure that the suggestions contained herein will be of great service to the country schools and country school children.

F. G. BLAIR,
Superintendent of Public Instruction.

Springfield, Illinois, June 26, 1908.



ILLINOIS DISTRICT SCHOOL -
W. CARRYS ZIMMERMAN ABERTY
STURGEON HALL CHICAGO ILL.

THE ONE-ROOM COUNTRY SCHOOL.

INTRODUCTION.

ADVANTAGES AND NEEDS OF THE COUNTRY SCHOOL.

The purposes of the public school is to do an important work in the proper bringing up of children which cannot be as well done in the home.

The ability to read, write, and figure is considered essential for every one who wishes to get on in the life of today.

But much more than this is necessary. A man to adjust himself to the life of today must know a good deal about the country in which he lives and about the world. He should understand the workings of the government under which he lives and of which he is a part. He should be familiar with the ways of doing business; for even in the simplest occupations he must work with others. He must learn to apply his mind to the solution of problems, must form habits of industry and coöperate with others. He must be trained to behave himself properly in a civilized community.

All these things are necessary to enable him to earn a livelihood. But more than a mere living is essential. His tastes should be cultivated so that he may occupy his leisure hours in the reading of books, and in the study of those things which advance him in serviceableness to others, which make life worth living.

The school attempts to place children in possession, as early and as quickly as possible, of the recorded experience of the race, that the new generation may begin life's work where the former left off.

School life is a large and important part of the life of children, and it is or should be real life. The more wholesome and complete it is the better will it prepare the children for successful living in maturity. Did we all feel the truth of this as we should, we would not go so far wrong in deciding what is good, indifferent or bad in the conduct of the school.

While the life of children should be under wholesome direction, it should be free, simple, natural, advancing in helpfulness, instead of constrained, complex, artificial and dependent. Conditions in the country still are most favorable to such a life for childhood. The country school should utilize all the favorable conditions of country life, and not try merely to imitate the city schools. The country school may be, and should be, the best school in the world.

THINGS MOST NEEDED TODAY.

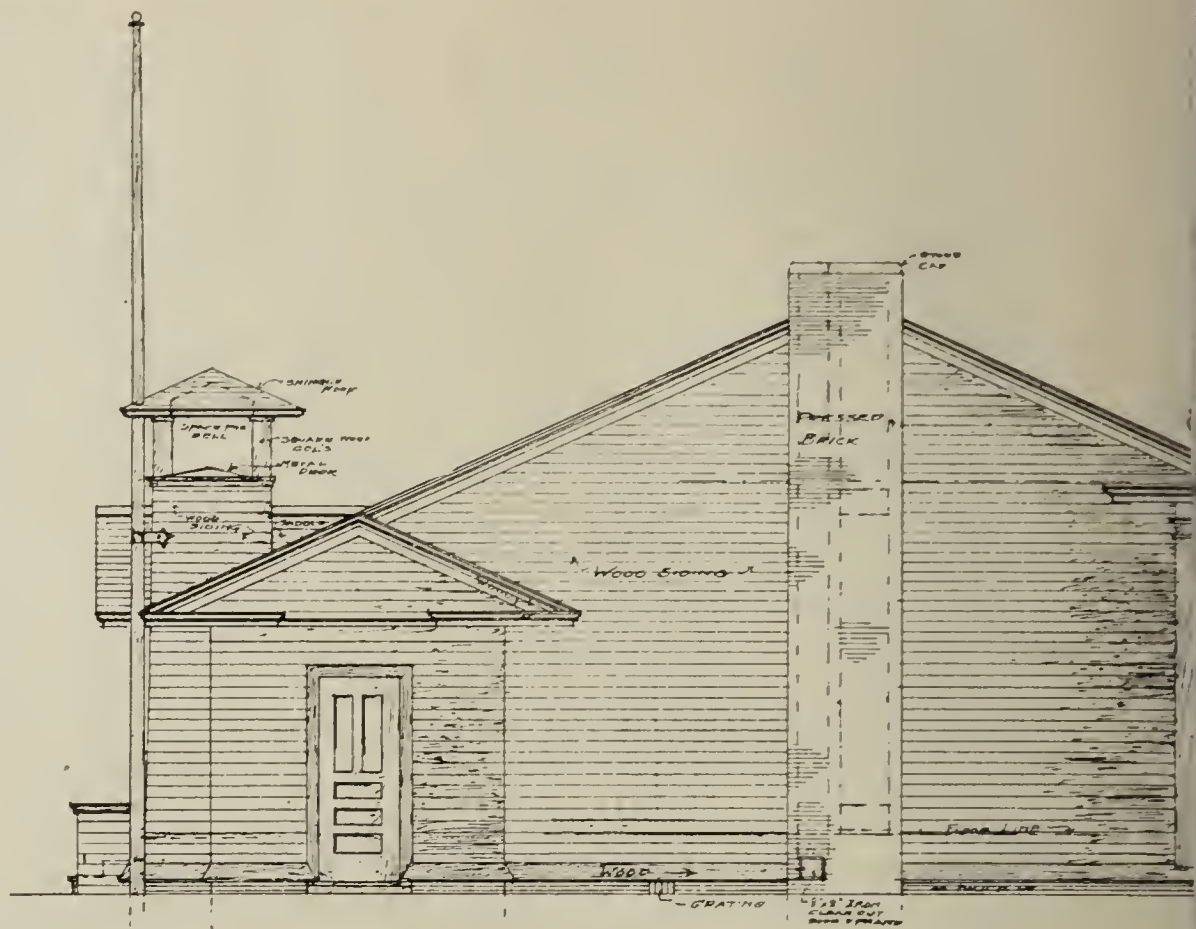
Better School Houses—Improvement in country school houses has not kept up with that in the homes of the children. Most of them were built fifty years ago, and at that time were as comfortable as the house from which the children came. They have stood the wear of a half-century, and while repairs were made that kept the rain out the houses have not been improved. When new ones were built, too often they were modeled after the old—a door, windows on all or opposite sides, no cloak rooms, and the stove in the middle of the room, the small seats in front of the larger ones. To provide a place to sit, to keep dry and warm, seems to have been the only purpose.

Better School Grounds—In too many cases no attention has been given to the grounds. They are treeless, unsightly and cheerless. Where school directors took thought years ago, the grounds about the school houses, like the country homes, are not only beautiful, they are serviceable in the proper bringing up of children.

Heating and Ventilation—In too many cases the house is heated by a big stove in the middle of the room, where it can do the most harm. The children's heads are hot and their feet are cold. No provision at all is made for ventilation. The windows cannot be lowered from the top or raised from below. And where this can be done the children's health is endangered by cold draughts striking their bodies. Foul air is not only injurious to health, it makes good work and conduct difficult.

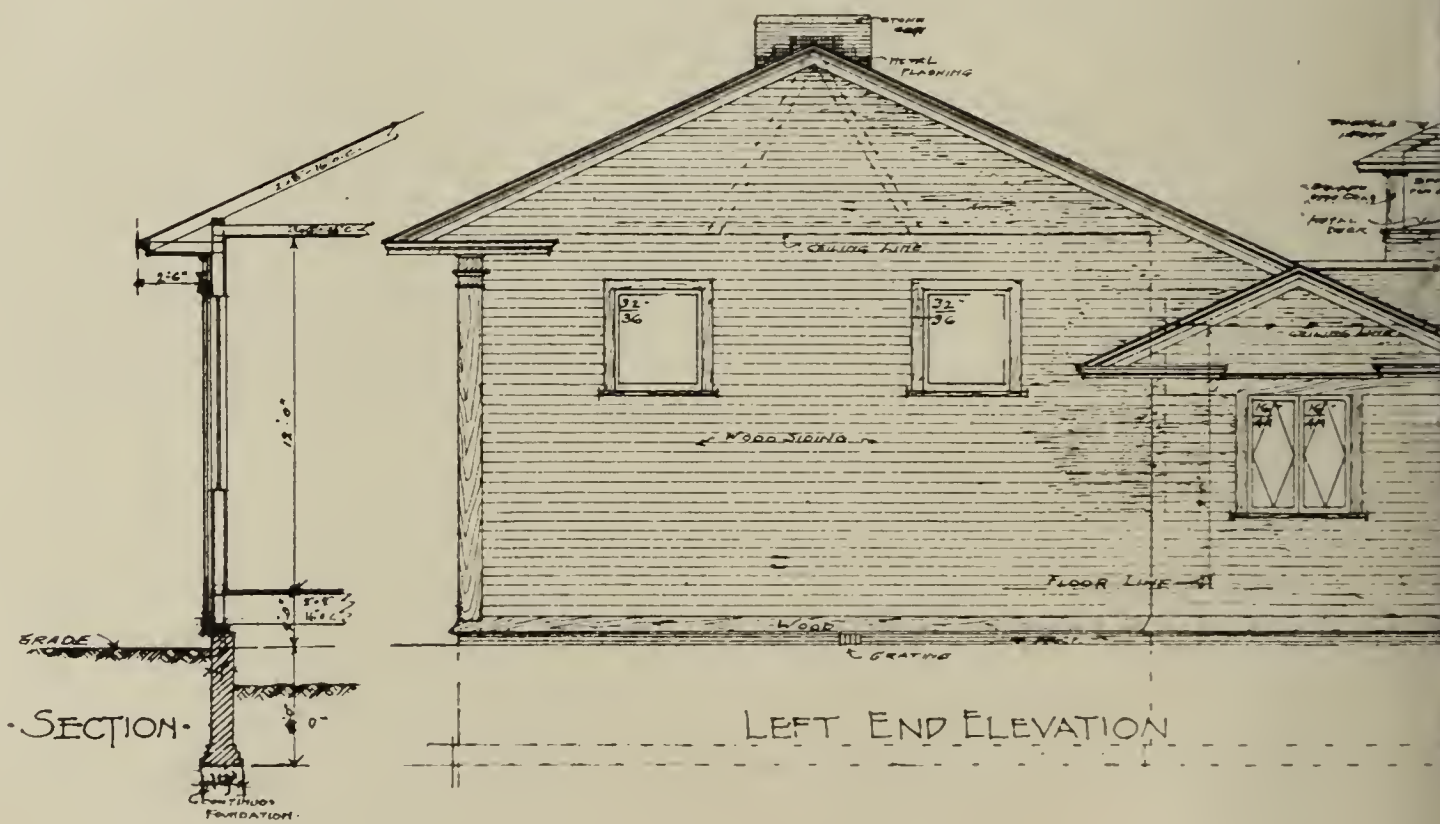
Better Furniture and Supplies—In many schools double desks still do service. These are a great disadvantage to the pupil and double the teacher's difficulty in maintaining the necessary order and study. The small seats are placed in front of the larger ones, requiring some of the pupils to sit in seats too high and use desks that are too low. Often no small seats at all are provided for the little ones. In many schools there are not the necessary supplies, but instead much expensive and useless apparatus purchased of shrewd, persuasive agents.

These are some of the things that keep the country school from being the best school. Are they fatal? I think not. What is the remedy? If all interested in the country schools will do their part these hindrances can be removed. It is hoped that the following suggestions may aid in their removal.



RIGHT END ELEVATION

502



SECTION

LEFT END ELEVATION

CHAPTER I.

THE COUNTRY SCHOOL HOUSE.

The country school house should at least be comfortable. This is necessary to preserve the health of the children and the teacher; good school work cannot be done in discomfort. When a house is built it may as well be made comfortable and convenient, well fitted to serve its purpose, which is to have a good school. If the cost is a little more it will still be better economy to spend the little more than to save it and fail to have a good school. The plan of the house is an important matter. A good plan can be made only by one who knows how to arrange a house to best serve its purpose. The essentials are few and may be had by any district that is able to build a house or improve an old one.

The School Room—The school room should be conveniently arranged, well lighted in such a way as not to injure the sight of the children, comfortably warmed and ventilated. It should be neat and home-like and easily kept clean.

The Vestibule—The entrance should not be directly from the outside. But a vestibule that serves also as a cloak room for both boys and girls is a nuisance. It is a prolific source of disorder and misconduct, a great drain on the teacher's strength, and a destroyer of the good temper and conduct of the children. The vestibule should be just large enough to permit the easy entrance of the children but not large enough for a number to congregate to play or scuffle.

Separate Coat Rooms—Separate coat rooms are essential and their advantages are many. Girls need a place where they may arrange their clothing or toilet with no danger of being disturbed.

A Fuel Room—The fuel room should be connected with the school room, and the doors should be near the heater that fuel may be taken directly from it and placed in the heater. It must have a solid floor and be well boarded up to keep out the dust. Building paper should be placed back of the boards. Teachers are often obliged to make their own fires. It is a great hardship upon them when the fuel has to be carried by them from a shed in the yard. Kindling is usually damp and often wet. If the fuel is easily gotten at, the fire is attended to as soon as discomfort is felt. This does away with the unsightly shed, usually in the front yard, and the expense is less.

A Library and Study—The school room only is more essential than the library and study. This little room is not simply a convenience. It can be made most serviceable in the regular school work. It should contain a book case built into the wall and be provided with a good lock. Other shelves can also be built into the wall where apparatus

and supplies can be stored. When the house is used for public meetings the children's books can be stored, and be perfectly safe from molestation. It should contain a bench, which can readily be transformed into a couch, should a sick child need to lie down. It should contain a table at which pupils can work. Often the older pupils may be sent to this room to prepare their work and be free to communicate while at work. Frequently the little ones may be given work that they can do best where they have freedom. It may be made a source of self control, industry and interest, for the privilege of going to the room may be made a reward for good behavior and studiousness.

The doors to the coat rooms and library should be in plain view of the teacher at all times. The play grounds should also be in plain view of the teacher. It will greatly lighten the labor of control in coming and going, and on the play ground.

PLANS AND SPECIFICATIONS.

In the Illinois district school the architect has provided all the essentials already mentioned and has given us the plan of a house which is at the same time inexpensive, convenient and beautiful.

The specifications are so clear that contractors may make estimates and bid intelligently. The house is 32 by 33½ feet.

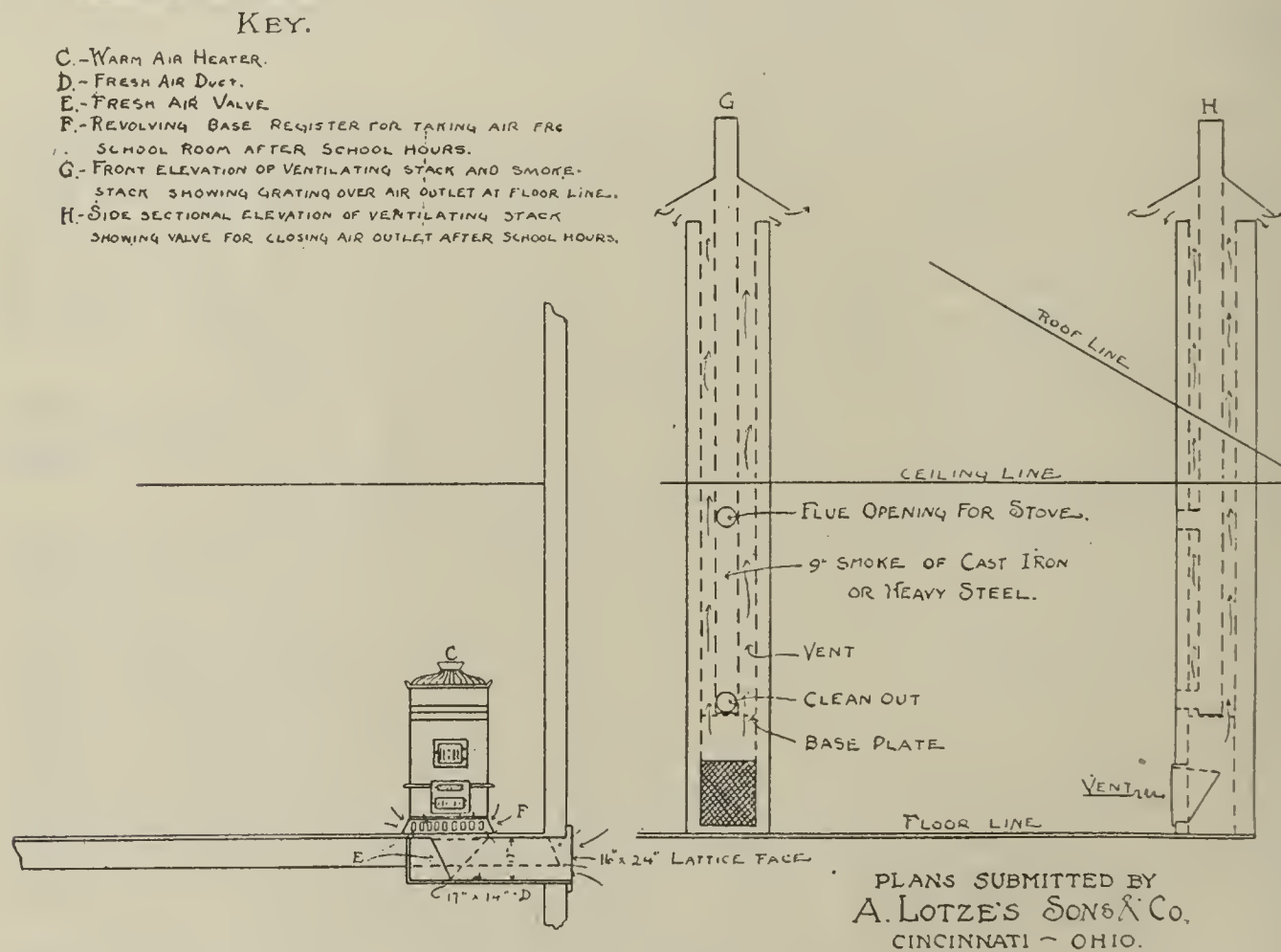


FIG. 4. HEATER AND VENTILATOR.

This cut illustrates a method of heating and ventilation. The heater is a small furnace in the corner of the room. The heated air rises, but does not pass through pipes. The air is admitted from the outside and can also be admitted from the inside. The chimney contains an iron smoke flue into which the stove pipe is fitted, the smoke passing out at G. The foul air of the room enters the chimney near the floor and being heated by the iron smoke flue passes out at the top.

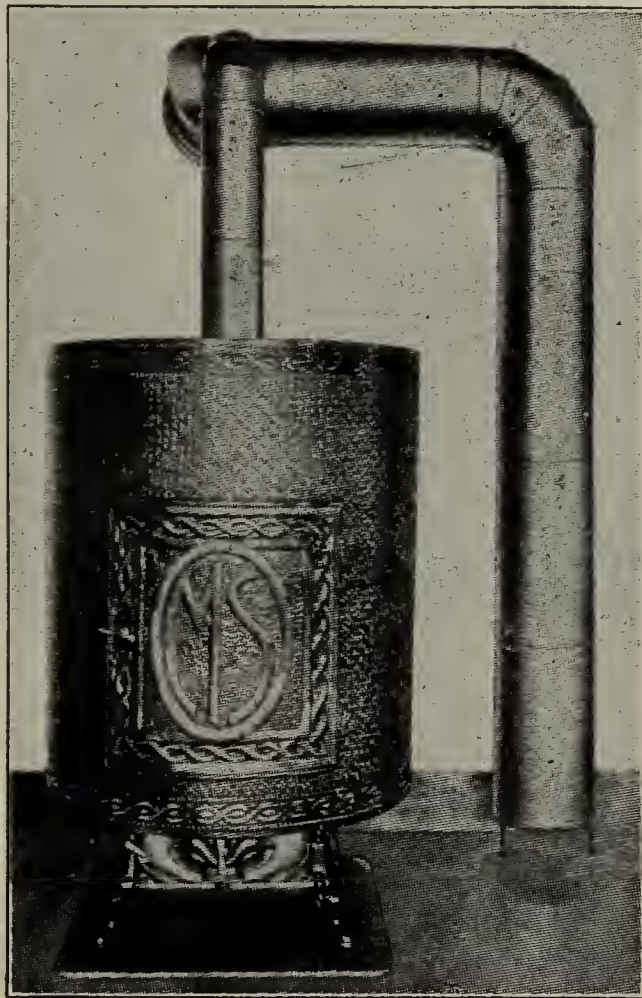
The school room is 23 by 31 feet, inside measurement. The library and study 8 by 9 feet, the girls' coat room $4\frac{1}{2}$ by 9 feet, the boys' coat room 6 by 9 feet, and the fuel room 6 by 9 feet. The height of the room is 13 feet.

HEATING AND VENTILATING.

This house is to be heated with a regular school heater. This is a small hot air furnace in the corner of the room. The cost is but little more than a good stove. There is a galvanized iron conduit to convey the air from the outside through the wall and floor under the furnace.

This is provided with a damper which will close the conduit and keep out the outside air when desired. Openings are provided in the jacket of the furnace close to the floor that the air may be taken from the inside of the house and the room more quickly heated in the morning. These should be closed and the damper opened, taking in the outside air, as soon as the house is warm and the school assembled.

THE SMITH SYSTEM OF HEATING AND VENTILATION.

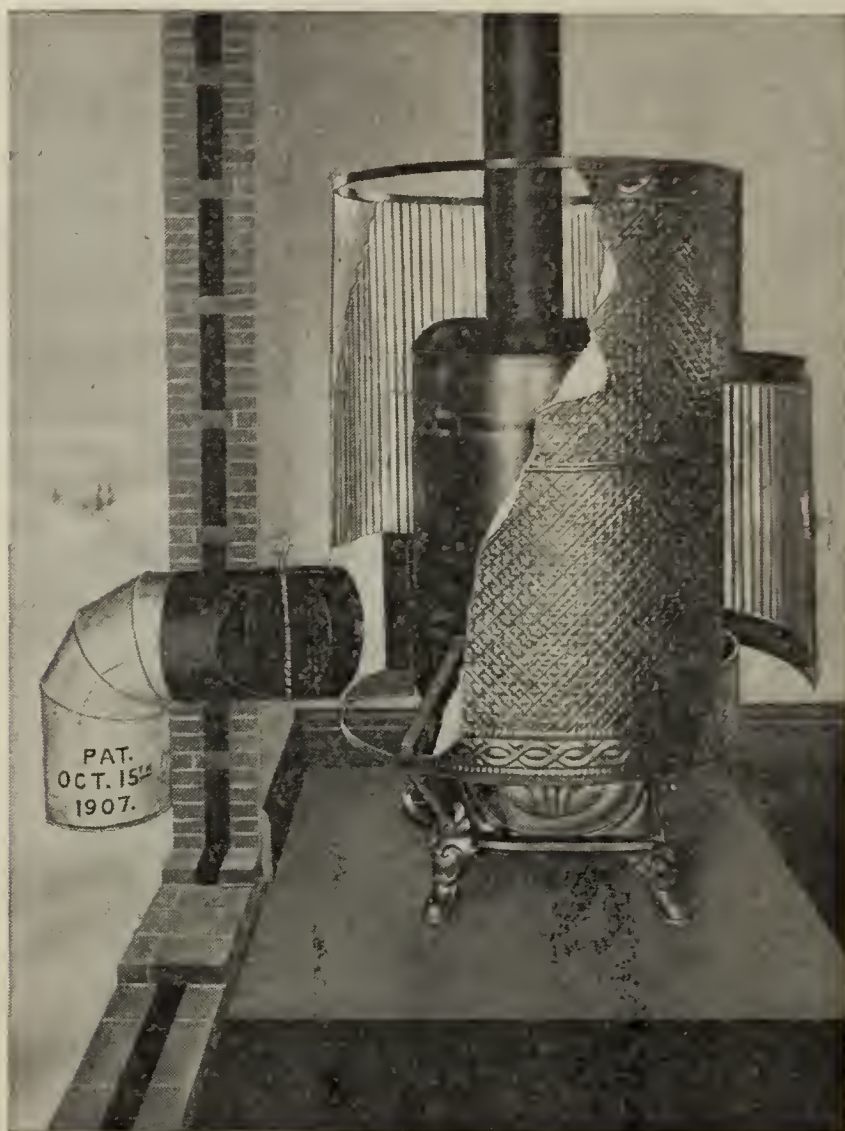


(Submitted by the Smith System Co., Indianapolis, Indiana.)

This system of heating brings in fresh air from the outside and removes the foul air. It does not require a double chimney but the smoke flue must be 8 by 12 inches, or 12 by 12 inches in the clear, depending upon the size of the room.

The chimney contains two flues. One is for smoke and the other for foul air to pass from the room. The opening to the foul air flue must be at the floor. The foul-air duct is 8 by 20 inches and the smoke flue 8 by 12 inches. These dimensions are necessary and must not be changed. When the partition between the two flues becomes heated the air in the foul-air flue becomes warm, rises and passes out. The

air between the furnace and the jacket flows into the room, and that from out of doors rushes in to supply the place vacated by the heated air between the furnace and the furnace jacket. Thus warm, pure air from the outside is flowing in and filling the top of the room, settling in all parts of the room. This goes on so rapidly that the air in the school room is fit to breathe all the time.



Cut showing how fresh air pipe goes through outside of wall of the building, the tight damper in the pipe, the deflector for throwing fresh air up between the shield and heater and the rings and supports of the shield. The fresh air is mixed with the air in the room which rises from the floor between the stove and the jacket. This secures economy in the use of fuel and yet secures good ventilation.

The back part of the room is as well heated as any other part, and the pupils near the stove are not uncomfortable from heat. The stove takes up little room and is out of the way. In winter a window need never be opened and yet the air is always pure. If the foundation walls are good the floor is always warm. In the evening the fire can be banked, the draft closed, the check-drafts opened, the air shut off from the outside and let in from the inside. In the morning the teacher will find a good bed of live coals and the room partially warm. In ten minutes the room will be comfortably warm.

Here we have comfort and health, with little labor. Their value is above price. The cost is insignificant. The saving in fuel alone will pay the additional cost in a few years. It is well known that a slow, steady fire consumes less fuel than an unsteady one.

THE LIGHTING.

The directions from which the light comes may seem a small matter to some. It is, however, a matter of great importance. Good light costs no more than poor. In this school house the greater part of the light is admitted from the left of the children. The school faces the blank wall where there is room for plenty of blackboard and pictures. The light so falls upon the blackboard that the work on it can be easily seen by all. Facing the light is ruinous to the eyes of children. Cross light, as when light is admitted from opposite side of the room, is very injurious. Good adjustable window shades should be provided that the direct rays of the sun can be kept from falling upon the children.

Through the windows the play ground in the rear of the building is in plain view of the teacher sitting at his desk.

SEATING.

When we consider that the children must sit in the school room reasonably quiet for at least five hours a day, we will not fail to appreciate that the seats should be comfortable as possible. Children exercise their legs violently when at play. If then they must sit for an hour and a half in a seat that does not allow the feet to rest on the floor, a great deal of suffering follows. The large nerves supplying the feet are pressed between the bones of the leg and the seat. If the feet do not rest on the floor the pressure is on these nerves, and the feet "go to sleep." Children can not endure this long, they become restless and keep moving about or assume positions which result in bad bodily habits and may lead to serious physical defects.

Were the seats of the right size and properly adjusted, the children would be comfortable, would busy themselves with their work and their health and physical welfare would not be endangered. Seats and desks are made in five sizes, designated by numbers. No. 1 is the largest, and No. 5 the smallest. In a country school there should be some of all sizes, but there may be fewer of No. 1 than of the others. There should be more of No. 2 and No. 3 than any others. Double desks should never be placed in a school room. The saving in cost is insignificant. The gain in effectiveness by using single desks is great. The effect on the order of the school and the conduct of the children is much more wholesome.

These things should be strictly observed in seating the house shown in the floor plan.

First—Seats No. 5 should be placed next to the window. Eight seats may be placed on the first row. There should be a whole row.

Sccond—Never place a smaller desk before a seat of a larger size. If a row needs to be composed of two sizes of desks, the larger ones should be placed behind, but where these end, there should be a seatless desk of the larger kind ending the half row, and a deskless seat of the smaller kind should be placed in front, and the row continued with the smaller desks.

Third—The next larger size desks should be placed along side of the smallest ones, and the largest desks should be next the door and farthest from the side windows.

Fourth—Every row should begin at the back with a deskless seat. A desk without a seat behind it is useless. The last desk in front should have a seat. This will serve as an additional recitation seat.

Fifth—There should be two recitation benches in front of the teacher's desk.

Sixth—The aisles next to the window and at the back of the room should be at least twenty-four inches wide, and the aisles between the rows should be twenty inches wide. Next to the doors the space should be four feet.

Seventh—Eight seats, No. 5, may be placed in a row, eight of Nos. 3 and 4 in each of the next two rows, and seven of Nos. 1 and 2 in the last two. This provides eight seats and desks. If less than this are needed the space between the seats and walls may be widened.

THE ILLINOIS DISTRICT SCHOOL WITH BASEMENT.

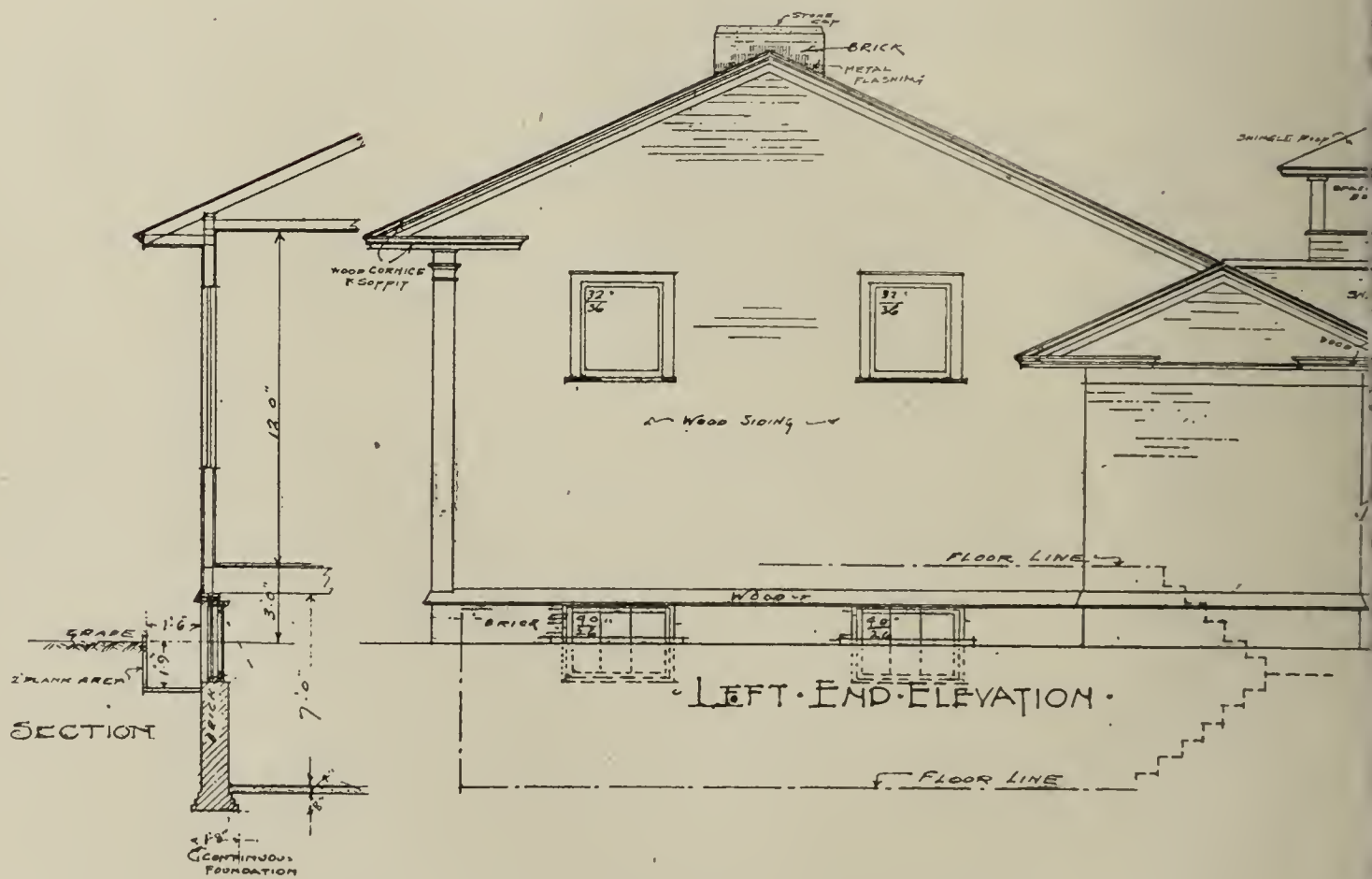
To those districts that can afford it the Illinois district school with basement is recommended. The space marked "fuel room" can be utilized as the entrance to the basement from the school room. The outside door to the fuel room will not be needed, but a window should take its place. When the basement plan is used the front of the floor plan should be reversed, the library where the fuel room now is, and the stairway where the library now is.

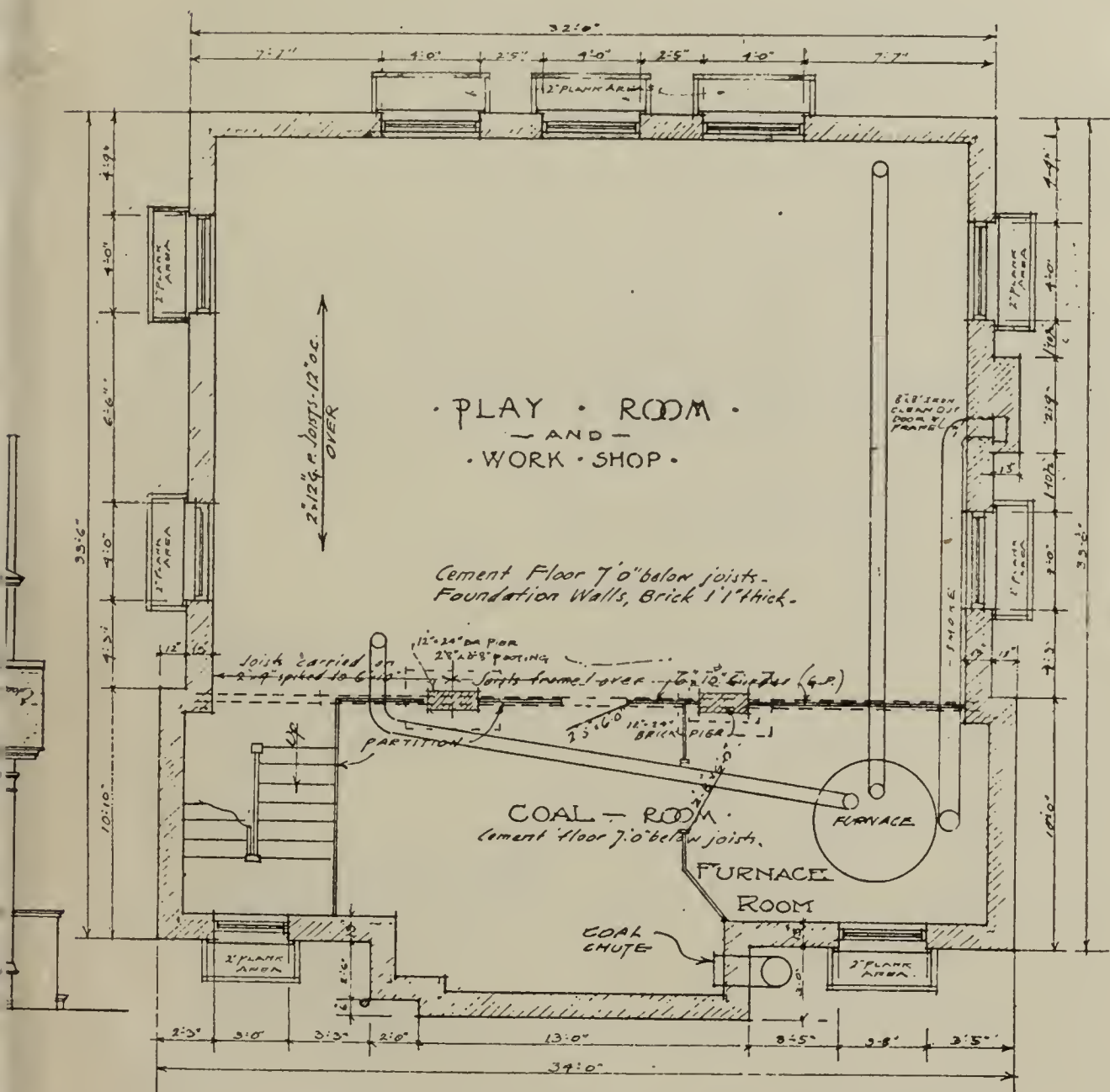
The basement should be at least three feet above the surface of the ground and should be well lighted. Care should be exercised to have it well drained. Tile should be placed all around at the base of the wall on the outside to collect all the water that may seep toward the basement from all sides. The walls should contain an air space to prevent dampness. The floor should be concrete, and so constructed as to be always perfectly dry.

The basement room can be used as a play room in bad weather. A work bench can be fitted up and the boys be taught the use of tools. Agriculture can be studied and the litter occasioned by studying soils and plants will not interfere with the work in the school room.

When manual training is given the boys in the basement, the girls can use the library room as a sewing room.

In placing the furnace care should be used to have the pipes properly placed. It is easy for one who does not understand the workings of a furnace to make a mistake. A pipe should lead from the outside to the base of the furnace to admit the fresh air. A damper should be placed in this so that the outside air can be shut out. Another pipe should lead from the school room to the base of the furnace, so that the air can be returned from the room through the furnace. This should also contain a damper so that this opening may be closed when the air is taken from the outside. At night the outside air should be shut off and the return pipe from the inside opened. This will keep the room warm during the night. As soon as the house is comfortably warm in the morning the dampers should be changed, that fresh warm air be supplied to the school room from the outside.





NOTE! FRONT REVERSED, PLACING LIBRARY, ETC. OVER FURNACE.

- FOUNDATION PLAN -

c $\frac{1}{4}'' = 1'$

DISTRICT SCHOOL
FOR THE
STATE OF ILLINOIS.

W. Carlys Zimmerman
STATE ARCHITECT

1101 Steinway Hall

CHICAGO, ILL.

Approved by *A. D. [Signature]*

MAY 7.08
DRAWN BY
H. B. [Signature]
TRACED BY
H. B. [Signature]

DRAWING NO.

3

HEATING THE LIBRARY AND COAT ROOMS.

When the house is heated with a furnace a pipe conducts the warm air to the library. When the house is heated with the school room heater there should be an open transom above the doors and the doors should come only within two or three inches of the floor. The warm air will pass through the transom into the room to be heated and the colder air will pass out under the door into the school room.

BONDING THE DISTRICT TO BUILD.

A school direct may not issue bonds for more than five per centum of the assessed valuation. If this is \$25,000 the district can issue bonds for \$1,250. But if they wish to build a house costing \$1,500 they may issue bonds for \$1,250 and enter into a contract with the builders to pay \$250 when the next taxes are collected. One per centum levied for building purposes will pay off this contract. After this a tax levy of one per centum would raise \$250 which can be applied to pay an installment and interest on the bond.

Two and one-half per centum may be legally levied which would pay off the indebtedness in three years. As a rule, however, it is better to allow the debt to extend over a longer period and levy enough for educational purposes each year and have the best possible school rather than to try to pay off the bonds in a shorter time.

BILL OF MATERIALS.

ILLINOIS SCHOOL DISTRICT.

Excavation—

Trench, 142'x2'x4.'

4 piers, 2'x2'x4.'

Chimney pier, 1'x4'x6.'

32'x35'x1.'

85 cu. yds.

Brickwork—

141.5' 9" wall, 5' deep.

1 flue, 1.5'x4'x26' high.

4 piers, 13"x13"x5.'

6 yd sand.

5.5 bbl. lime.

5.5 bbl. cement.

11.2 M.

Flag Pole Base—

Concrete, 2'x2'x1.'

4 cu. ft.

Chimney Cap—

Stone, 4'x1.5'x4".

Ventilating Grates in Foundation—

5 vents, 6"x9," cast iron.

Flue Lining—

8"x12"x20.' high.

8"x20"x20.' high.

Woodwork—

Girders, 6 pcs., 6"x10"x12.'
 Sills, 6 pcs., 2"x8"x20.'
 Sills, 8 pcs., 2"x8"x16.'
 Floor joists, 59 pcs., 2"x8"x12.'
 Floor joists, 13 pcs., 2"x8"x10.'
 Studs, 108 pcs., 2"x4"x14.'
 Studs, 108 pcs., 2"x4"x14.'
 Wall plates, 8 pcs., 2"x4"x16.'
 Wall plates, 4 pcs., 2"x4"x18.'
 Wall plates, 4 pcs., 2"x4"x12.'
 Ceiling joists, 25 pcs., 2"x6"x24.'
 Ceiling joists, 34 pcs., 2"x4"x10.'
 Rafters, 52 pcs., 2"x8"x16.'
 Rafters, 26 pcs., 2"x4"x14.'
 Rafters, 5 pcs., 2"x4"x16.'
 For cripples, 40 studs, 2"x4"x12.'
 Roof sheathing, 1,100 sq. ft., 1"x4".
 Roof braces, 26 boards, 1"x4"x16.'
 Roof shingles, 13,000.
 Boxing, 2,040'x1".
 Siding, 2,500' x4".
 Flooring, 1,450 ft., 1"x4".
 Cornice plancier, 225 ft., 1"x4" wainscoting.
 Wainscoting, 860 sq. ft.
 Lining for fuel room, 250 sq. ft. flooring.
 Cornice crown mould, 234 ft. 4" wd.
 Finish lumber, base, corner-boards, frieze, ridge-boards and steps, 655 ft.

Doors and Frames—

Outside double doors, 4' 8"x7' 0"x1 $\frac{3}{4}$ " G. P. Tr. 16," 5 lights.
 Inside double doors, 4' 8"x7' 0"x1 $\frac{3}{4}$ " G. P. Tr. 16," 5 lights.
 4 doors, 2' 8"x7' 0"x1 $\frac{3}{4}$ ".
 1 door, 2' 6"x7' 0"x1 $\frac{3}{8}$ ".
 1 door 1' 6"x7' 0"x1 $\frac{3}{8}$ ".
 Outside fuel door, 2' 8"x7' 0"x1 $\frac{3}{4}$ ".

Windows and Frames—

Group of 5 windows, box frames, 2 L. 38"x38."
 2 windows, plain frames, 1 L. 32"x36."
 2 windows, plain frames, double folding sash, 1 L. 16"x44" hinged outside..
 2 windows, plain frames, single sash, hinged outside, 1 L. 10"x44."
 1 flag pole 30' long, 5"x5" and 3"x3," W. I. holder.
 Lath, 5,100.

Plastering—

9 bbl. lime.
 6 yds sand.
 15 bu. hair.

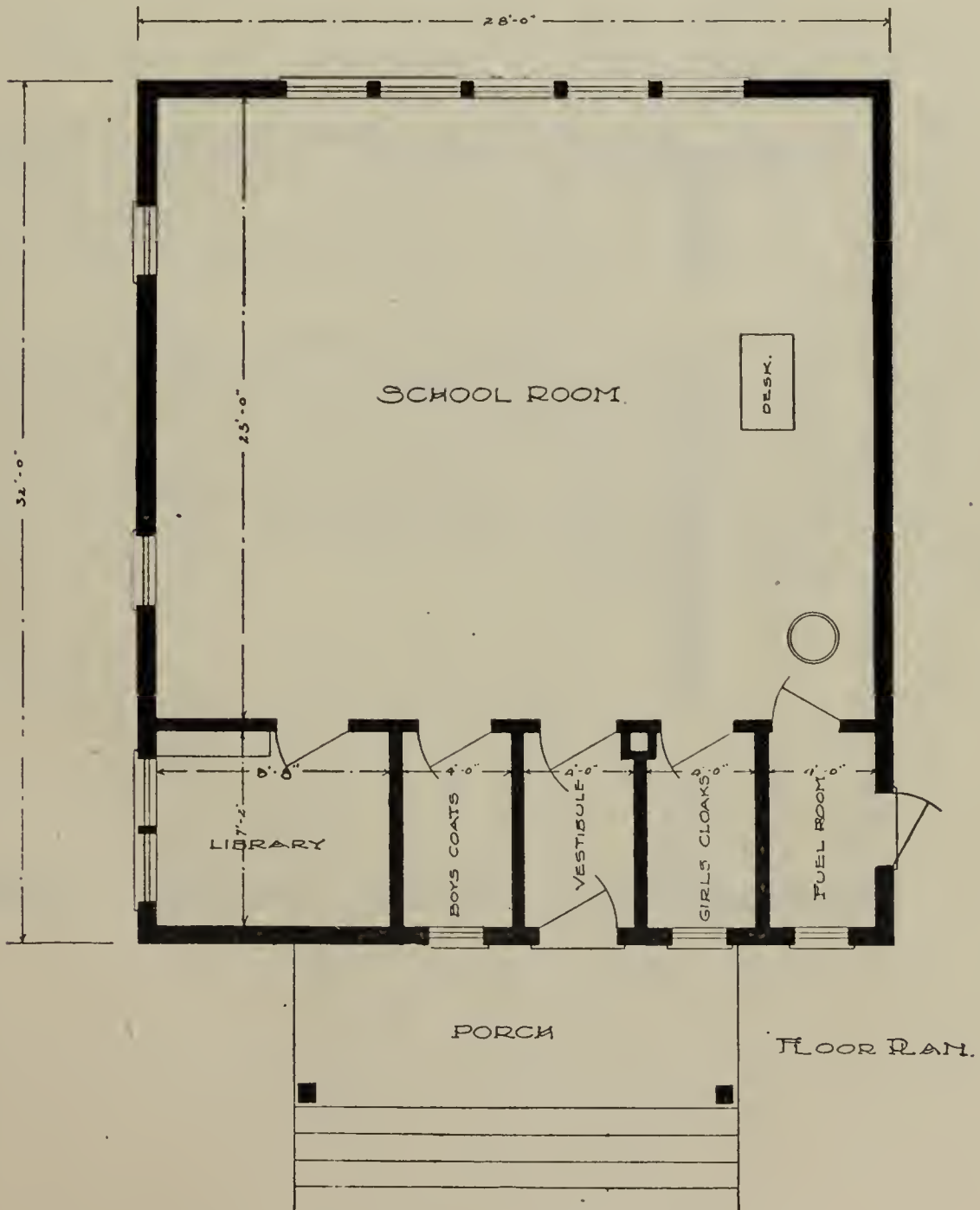
Sheet metal, hardware, painting, desks, paper hanging, decoratings walls and ceiling, heater, ventilating register, fresh air duct, blackboards, walks.

It is impossible to state exactly what the cost of this building will be, for the price of both material and labor differs in different localities. Without the basement the cost will probably vary from \$1,350 to \$1,650. The basement will probably cost from \$250 to \$300.

A LESS EXPENSIVE HOUSE.



PERSPECTIVE



A LESS EXPENSIVE HOUSE.

In some districts the assessed value of the property is so low that it will be impossible to raise the money by taxation to build so expensive a house as the Illinois district school. For such, a less expensive plan is suggested.

The foundation is 28 by 32 feet; the school room 23 by 26 feet 6 inches; the library, 7 feet by 8 feet, 8 inches; the coat rooms, vestibule and the fuel room each 4 by 7 feet. The room will seat 35 children. If preferred the floor plan may be reversed, placing the library where the fuel room is, the heater and fuel room where the library now is.

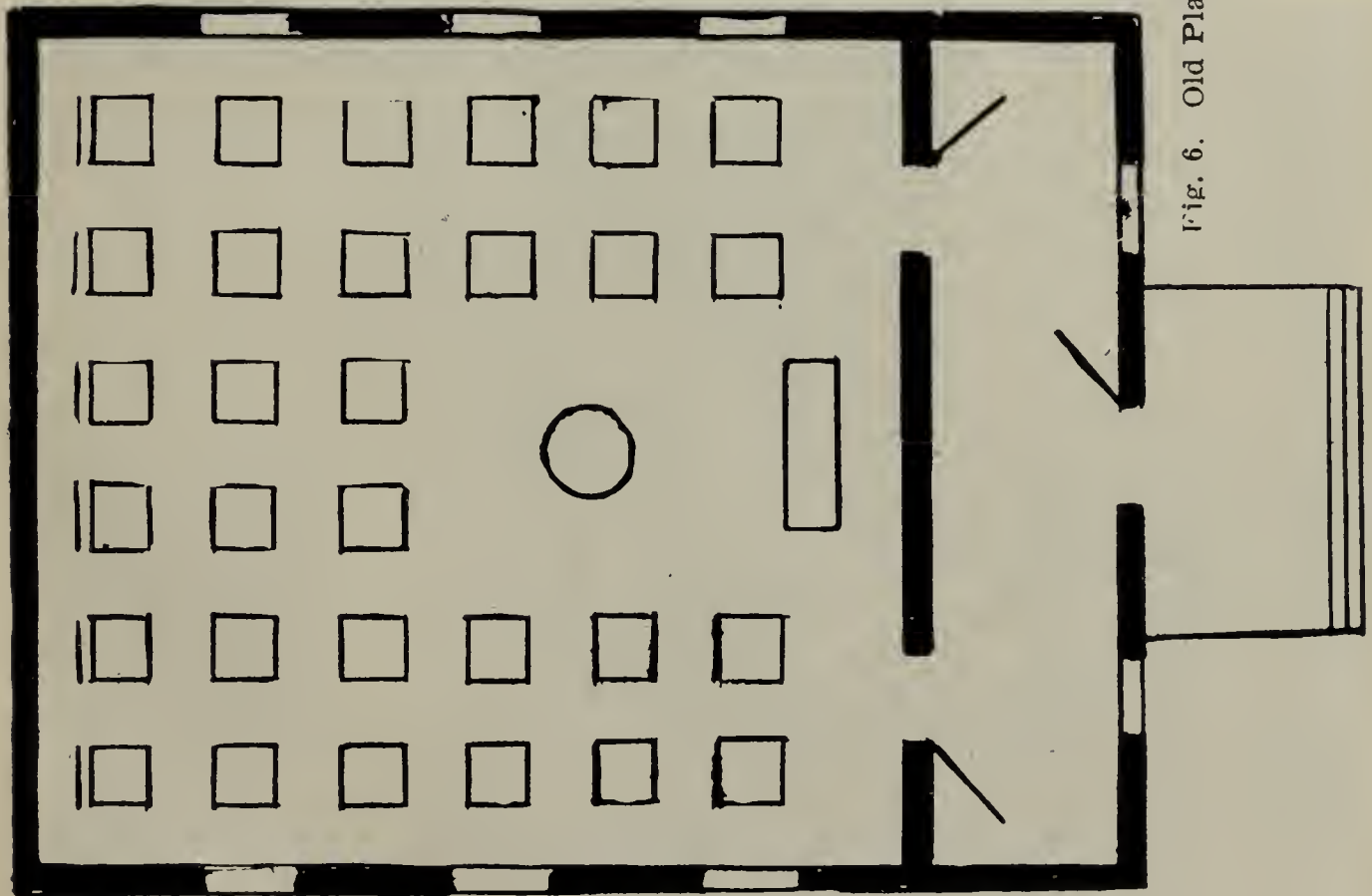
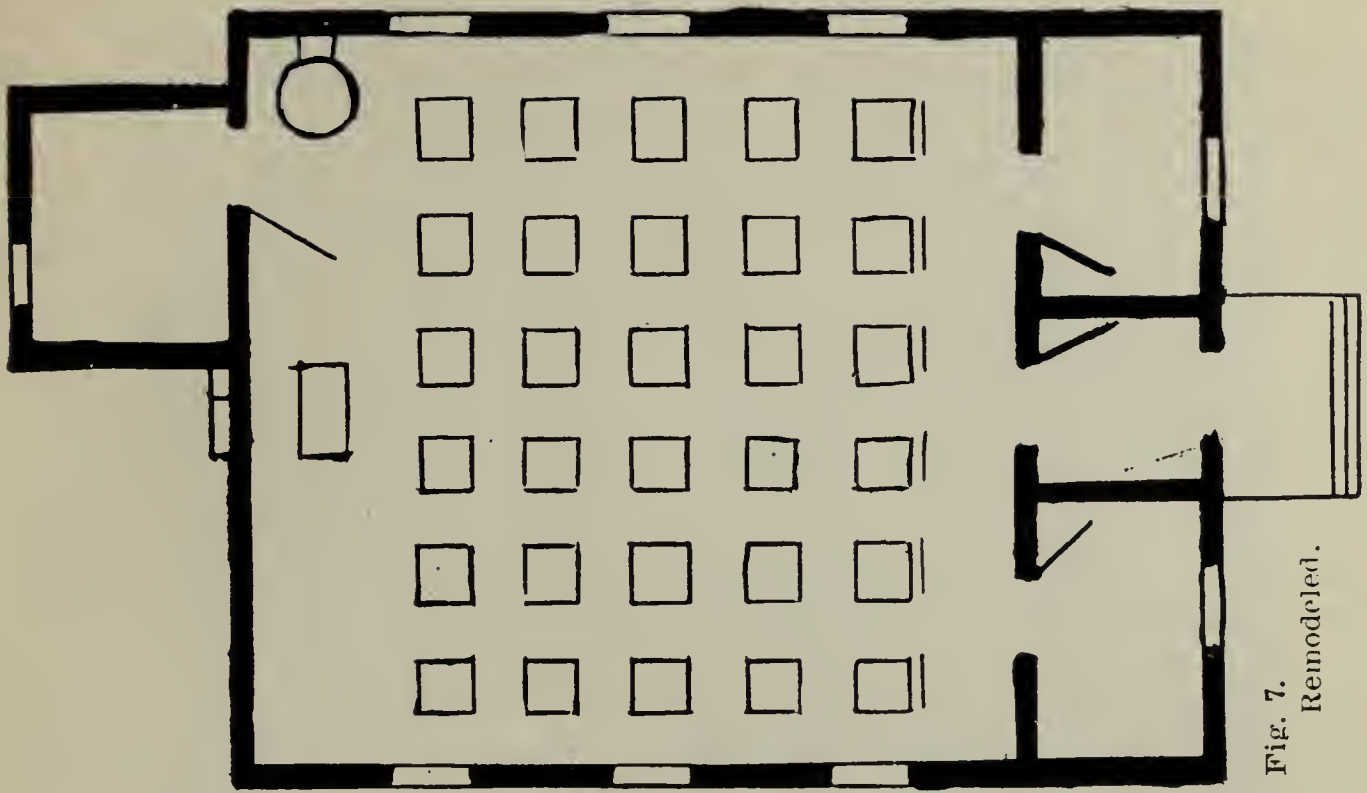
It provides all the conveniences of the more expensive house, but is smaller and plain in appearance. The cost of building will be from \$800 to \$1,000, depending upon the price of material and labor in different localities.

REPAIRING AND IMPROVING OLD BUILDINGS.

Most of the country school houses built forty years ago are usually of the type shown in figure 6. The timbers are still sound and districts do not like to discard the old and build new houses. A house of this type can be repaired and improved at small cost. The house then will be good for a generation.

The common hall and vestibule can be divided into a vestibule and two cloak rooms. The chimney should be torn down and a double one built from the ground up; the stove replaced by a school heater and placed in the corner out of the way. A fuel room can be built on the back of the building.

The only defect in this house will be the lighting. Even this may be remedied by placing windows in the rear of the house closing the windows on one side and building the fuel room on the windowless side. The seats should then face the blank wall. If the change in the windows is not made, shades should be provided that roll up at the bottom, admitting the needed light from above, thus not coming directly into the children's eyes.



MAKE A FURNACE OF THE OLD STOVE.

If a district has a good stove which it does not wish to discard, a furnace may be made of it at little expense.

At the corner of the house cut a hole in the foundation wall and another through the floor where the stove is to stand. Connect these openings with a galvanized iron conduit, and surround the stove with a galvanized iron jacket about eight inches from the sides of the stove. The jacket should reach and be fastened to the floor and extended to a height of five feet. There should be a door in the jacket through which fuel may be placed in the stove and through which the ash box can be removed. There should be another door at the bottom of the jacket about twenty-four inches wide and eight inches high. When it is desired to take a supply of air from inside the room, this door should be opened and the hole in the floor closed with a board or piece of sheet iron kept under the stove for that purpose.

To carry the foul air out of the room a galvanized iron pipe may be placed in a corner of the room within eight inches of the floor and through the roof. To build a double chimney would be much better.

The expense of making this change in the stove will be from fifteen to twenty dollars. The health and comfort of the children resulting from it cannot be estimated in dollars.



Fig. 8. This cut shows the usual way of heating a school room. The stove sometimes red hot is in the middle of the room, where it overheats those near it and fails to warm those near the walls, and is in everybody's way.



Fig. 9. This is how Fig. 8 should be treated, except that it should be placed in a corner of the room. The children near by and those far away will be comfortable in the coldest weather.

JACKET THE STOVE.

Another way to improve the heating of the room is that shown in Fig. 7 and 8. Place a jacket about the stove to within eight inches of the floor. Place the stove in the corner of the room about eighteen inches from the walls. There is no danger of overheating the walls and setting the building on fire.

There is no doubt about this heating all parts of the house better than the stove did before it was jacketed. It will be out of the way and no one will be uncomfortable because of too great heat.

This does, however, not provide for fresh air. The air in the room is rotated and reheated. While it is better than the old way, it is not so good as to make a furnace of the stove.

CHAPTER II.

BOARDS OF SCHOOL DIRECTORS.

THE DIRECTOR'S OPPORTUNITY.

The people of America enjoy many privileges which are denied to many inhabitants of the earth. Among these none is greater than the chance which every child has to rise to the plane of highest usefulness through public education.

In the older countries the accident of birth determines a person's career. He is born to affluence and power or to penury and toil for a mere livelihood. Again and again has it been proven in America that the advantages of birth are rather with him who comes to the home of honest and aspiring parents who live a simple life and earn their livelihood with their own hand. As a rule the leaders of men in all walks of life came from the farm home. Their early life was spent in the country school. Here they receive the elements of learning and acquired the training that made them self-reliant, industrious and ambitious to succeed.

The public school is the American child's opportunity. Give him this and he may become the most useful of men. Deny him this and you doom him to a narrow, almost useless life.

In the light of what the country life and the country school may do for the children, the office of school director appears of great importance. He is really at the head of the school system of Illinois. Others may counsel and advise, he does things. He levies the taxes to support the school. He can say whether too little or enough shall be spent by the people for education. He hires the teacher and may choose one who is of no account or one who becomes the child's greatest benefactor. He makes the rules and regulations that control the school. If the teacher fails to teach a good school he may discharge him and employ one who will do the work well. The young people's future is practically in his hands. Directors get no pay, they do much work and are subjected to many annoyances, yet that they are the most useful men in the community if they do their duty is some compensation.

So great a responsibility should receive each member's best effort. Negligence here means disaster to many a life, conscientious efforts means good fortune and usefulness.

TRANSACTIONING SCHOOL BUSINESS.

The one thing that school boards can do that will be most effective in making the country school better, is to hold regular meetings once a month and transact all business in open board. This is the only way that business can be done legally. That done in any other way is without sanction of law, and would be declared void if tested in the courts. One member has equal rights and powers with other members. It takes all to constitute the board; while it is right for the majority to rule, yet the other member has a right to be present and be heard.

Much money is wasted every year by boards buying useless apparatus which would not have been bought if the board had held a meeting. They were made to believe what was not true. Often they find that money enough to pay for a month's school has gone for something which none of the directors wanted. Before buying anything from an agent it would be well to get a statement direct from the county superintendent as to its merits, and make no agreements with an agent except in the presence of the board.

CONFERRING WITH THE TEACHER.

The board should know how the school is progressing by consulting with the teacher. Too often they depend on hearsay and that from children whose judgment they would not take in any other matter. To employ a man to care for stock and then depend on boys and girls to tell how well he is doing his work would be regarded as the height of folly. To employ one to care for the highest interest of children of the district and then depend entirely on what children say as to how well these interests are cared for, is worse than folly.

The teacher has a most difficult task and needs the advice and support of the board. This he can get effectively only at a meeting of the board. Misundersandings will arise. The teacher sincerely tries to do what is best. The parents want the best for their children and look to the teacher for it. The children themselves would rather have a good school than a poor one. All should and would coöperate did not misunderstandings arise. The directors often hear of dissatisfaction before the teacher does. At a meeting of the board and teacher, the matter could be set right. If parents have serious complaints they should be asked to attend the meeting of the board and state their case. In most instances all could be explained and right relations established.



There are 1094 of these in Illinois. About as bad as can be. Foundation gone, siding full of holes, a great crack under the door, no trees, shrubs or flowers, double outhouse. The lightning rod shows that the agent got in his work, and the children's money. No one seems to care.

ILL FEELING BETWEEN MEMBERS.

It sometimes happens that there is ill-feeling between members of the board. Whatever the cause, it should not be allowed to affect school business. The people have chosen the members to attend to important public business. To allow personal affairs to interfere with a member doing his whole duty is wrong. If a director cannot bring himself to transact the business of the board with another member he should resign.

Sometimes two members intentionally or thoughtlessly ignore the third member. If a member's wishes do not coincide with those of the other two he may be outvoted, but he should not be counted out. He has a right to be heard. To deny him a voice on the board is a wrong to the people who elected him.

WHAT TO DO AT A MEETING.

1. Have the teacher deliver his schedule for the month. Approve it or have it corrected and give him an order for his month's salary.

2. Have the teacher make a report of the month's progress.

1. Attendance, absenteeism, and tardiness. 2. Progress of each grade. If not satisfactory, discuss the causes and the remedy. 3. Report of individual cases which require attention. If the conduct of pupils is troublesome, try to find the remedy.

3. Consider complaints made by parents. Learn the teacher's side from him, and do not pass judgment until you have heard both sides. If the matter is serious have the parent at the meeting. Most cases can be adjusted satisfactorily to all concerned. The teacher is entitled to the directors' confidence, until he is shown to be in the wrong. At all times the directors' attitude should be that of a friend to both teacher and parent, and try to bring harmony into the affairs of the school.

4. Consider the teacher's request for what he thinks is needed for better progress in the schools. Give him such advice and encouragement as is needed.



There are 4281 such as this in Illinois. Beautiful grounds, two outhouses, the coal shed in the back instead of the front yard. Someone evidently cares for the comfort and welfare of the children.

There are 5263 one-room school-houses not as good as this and not as bad as the other.

EMPLOYING THE TEACHER.

If the board of directors desires to have a good school, they cannot be indifferent about employing a teacher. There is no hope for a good school without a good teacher.

1. Decide what the district is able to pay.
2. Decide to employ the best teacher that the money will get.

It is a bad practice to try to get a teacher for the least money. If you can pay forty dollars a month get the best for forty dollars. If you can pay fifty, let it be known that you will take only the best that the money will get. If you can pay sixty dollars, you can secure the very best teacher.

3. Try to find the best teacher. The first who applies has no superior rights. Indeed it will be perfectly right to ask one whom you want,, to apply, even if you already have numerous applications on hand.

It is the business of the county superintendent to help you. He is more likely than any one else to know who the good teachers are, who would do well in your school. Tell him how much you can pay and that you want the best teacher that can be gotten for that salary. He will give you the benefit of his best judgment. He cannot afford to do otherwise, if he would. He knows he will be held responsible if the one he recommends fails.

4. Consider the interests of the children only. Remember the school money is the children's money and you are their educational guardians. Some poor family may need the money and you may desire to help one so deserving and so needy. But you are not privileged to contribute the children's money unless by so doing you give them the best teacher for their money.

You may have a friend who would like a place for his daughter. It is a failure in duty to give her the place if she is not the best teacher that you can get.

You are school directors to serve the children. To let other considerations influence you in selecting a teacher makes you unfaithful in your great trust.

BEGINNING THE YEAR.

Having employed the teacher the next step is to get everything ready to begin right. The board should have a meeting at which the teacher is present and let him know what the board desires, and to find out what the teacher's plans are. A complete understanding at this point is very necessary. This can be secured only at a meeting.

See to it that the school house is in good repair and that it is thoroughly cleaned. Find out what apparatus, books, and supplies are needed and have everything in place when school begins.

An invoice of all the property on hand should be taken and the teacher told that he will be held responsible for it. If anything is accidentally or wilfully destroyed the teacher should report it at a monthly meeting, which will relieve him of responsibility.



LIBRARY AND MUSEUM—Cottage Hill, 1904.

The Library contains over 225 Volumes. This picture also shows collections of wood, insects, seeds, geological cabinet, pressed flowers from the school garden, specimens of manual training, etc.

A WELL FURNISHED SCHOOL ROOM.

No school should be without the articles enumerated below :

1. Desks to fit all sizes of children. Every row of desks of the same size.

2. A desk for the teacher containing drawers that can be locked.

3. Slate blackboard in front of the children and within reach of the smallest.

4. A book case so constructed and so placed that it will protect the books from dust and from mice, and that can be securely locked.

5. A well selected library of from fifty to one hundred and fifty books, suitable as reference books and home reading, and adapted to pupils of all grades. Expensive reference books are of little value to the grades.

6. Two sets of supplementary first and second readers and one set of third. A copy of every text book in use for the use of the teacher.

7. Three grades of dictionaries: One for third and fourth grades; one for fifth and sixth grades, and one for the higher grades. A complete dictionary, costing \$12.00, is not usable for children. Cheap editions from old plates should be avoided. The cost for the three is \$2.18.

8. A set of wall maps on rollers in a case consisting of maps of the hemispheres, North and South America, Eurasia, Africa, Oceanica, the United States and Illinois, and where possible a map of the county should be included. The set should not cost more than twenty dollars.

9. A globe, costing not more than two dollars.

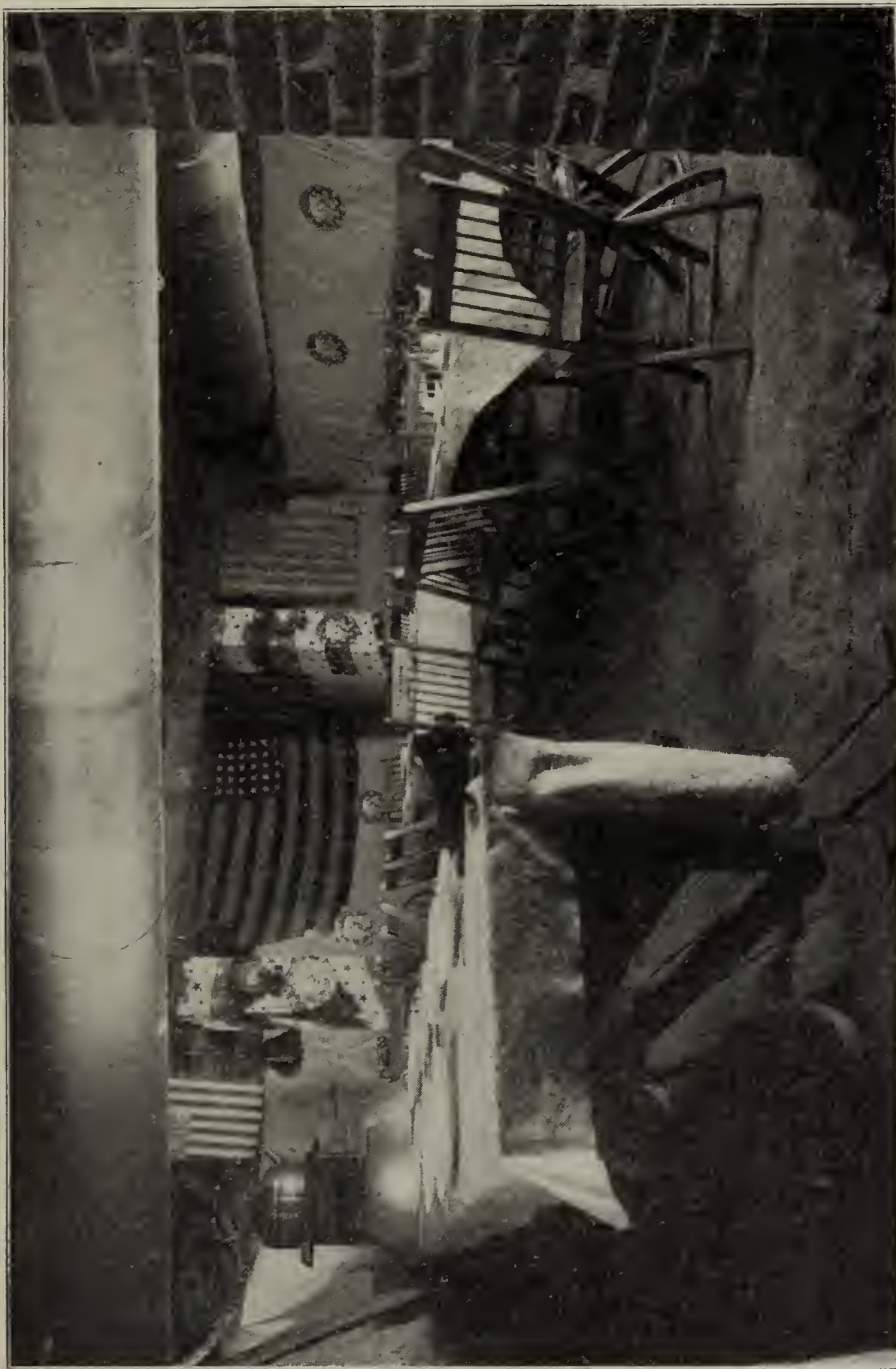
10. A box of cards containing printed words suitable for children to construct sentences when learning to read.

11. Crayon, erasers, broom, dust pan, poker, fire shovel, wire waste basket, wash basin, and, outside the building, a foot scraper and foot broom.

12. . Pint, quart, gallon and peck measures. A thermometer, foot and yard measures and a few small dull pointed scissors for the use of the younger pupils.

13. Two or three good pictures on the walls.

Avoid purchasing charts and expensive apparatus of all kinds. The stuff is not worth the room it occupies. Children cannot be taught by machinery. Provide a good teacher, provide her with a comfortable, healthful, and attractive house, and the things mentioned above, not omitting a good library of children's books, then the benefits of the school will far exceed its costs.



DINING ROOM—Cottage Hill, 1904.

Dining Room in the Basement, where pupils ate their dinners. Every article in this room was purchased with money raised by the pupils and teacher.

HAVE THE SCHOOL WELL ORGANIZED.

Find out what plans the county superintendent has for organizing the schools. No doubt he does, as do most of the county superintendents of the State, recommend the use of the State course of study, and regular work in classes by months and years. See that the teacher is supplied with the course of study and a classification register. At the end of the month have him exhibit to the board the classification register properly filled out. By means of this let him report the progress made during the month. See to it that he uses the examination questions monthly. If possible, have every class do the work assigned in the course for that month.

If the teacher reports that the children are too far ahead in any subject in the course, authorize him to put them where they can do the best work for themselves. He may be afraid to turn the children back unless he has your approval in so doing. It is impossible for children to do well when the work is too far advanced for them. Probably more children lose the benefits of good schooling from this source than from any other. If the school continues eight months in the year and is well taught the pupils may keep up with the course. But if the term is shorter and the teacher not the best, it will take five years to complete the first four years' work, and five more to complete the last four. If this is the case, as a rule, the child should enter the fifth year of the course at eleven years of age, and should complete the course at the end of his sixteenth year. When a child is ahead of its grade at a given age it is well to make inquiry and be certain that he is not too far advanced.

MAKING SCHOOL WORK INTERESTING.

If children are not interested in their school work they will make little progress, and will quit school at the first opportunity. The child that quits school, not interested in what education has to offer, will pursue his studies no further. The meager amount of knowledge which he has will be of little service to him.

Arithmetic, writing and grammar are subjects that demand skill. To get this, drill is necessary. This is usually not very interesting and interest ceases when the skill has been acquired. Reading, history, and geography are studies that call out the child's interest and if he is once thoroughly started he will continue to learn more, even after he leaves school. Probably the most useful study of the school is reading. But simply learning how to read is of little value unless one uses it to learn useful facts. To form the habit of reading is quite as necessary as to learn to read.

THE SCHOOL LIBRARY.

As soon as the child has finished the second reader he is able to read books for the sake of the information in them. There are now many good books, very interesting to children so young. The ability to read should now be looked upon as a tool with which the child can better prepare his mind and character to do the best work in life.

Every country school should have a good circulating library of children's books so that each pupil may have a good book to read at home at all times. There is now no difficulty in finding the good books. The State course of study recommends many that are helpful in the regular school studies. Some are chosen for every grade from the first to the advanced. The reading of these at home makes every school study more interesting and useful to the child.

The Illinois Pupils' Reading Circle is an organization of the teachers of the State to select the best books and to promote good reading among the children. The books which they select are well graded. There is no question about their being good books. To stimulate the reading of these books by the children diplomas are awarded when they have read six books.

Boards of directors are empowered by law to use public money for library purposes. It is a good plan to begin by buying ten dollars worth of good books the first year and five dollars worth yearly thereafter. In five years a good library will be collected. In no way can school money be spent to a better purpose.



PUPILS AT WORK IN BASEMENT—Cottage Hill, 1904.

Work bench and sewing room in basement. The work bench was made by the boys. Here is where the pupils spend a part of their time making useful articles. No lessons were lost. All work was done on "idle time."

ELEMENTS OF AGRICULTURE.

Book learning alone is of little value in every day living. But without book learning one cannot get on very far in a useful life. From the study of books and real things we get knowledge. But truth is most valuable when it is applied to the getting and the doing of those things that make for human well being. Work is the application of knowledge in promoting well being. Knowledge and work must go hand in hand.

Everywhere in civilized countries there is now an effort to have work introduced into the elementary schools along with the study of books. The purpose is to give children a chance from the first to use their knowledge in doing useful work. In elementary agriculture in the schools it is not expected that the child shall learn how to farm from his teacher. It is expected that his teacher shall interest him in farming, and other useful work, and awaken the desire to be of service.

Girls, too, should be interested in work. Sewing and house work are the things nearest at hand. The teacher cannot hope to make them skillful in these employments, but she can hope to interest the girls in these things that they can and ought to do at home.

The State Course Study outlines a course in these subjects. Boards of directors should encourage the teacher to do what he can along these lines.

A small part of the school ground should be spaded up and the children, under the direction of the teacher, should plant various products for purposes of instruction and study. Each child should have a chance at home to plant a garden, or a farm crop. From the teacher and books he will learn the how and why of the work in which he is interested.

It is the nature of the child to busy himself with play, doing the things for the fun of it. He must be trained to do things because they serve some useful purpose. The best means for leading the child from the activities of play to those of work are tools. Every child likes to make things that he can use. This is the beginning of his love of work. A work bench, a few tools, saw, hammer, plane, square, and chisel, and sand paper can be made excellent means of education.

The children can work at recesses and noon and a half hour twice a week after they have prepared their other school work. Experience has proved that this does not retard the usual school work, but because of the children's added interest they get on faster than without this hand work.



HAND-MADE ARTICLES—Cottage Hill, 1904.

All of this work was done outside of school or during time that would have been wasted. The general tone of the school was much improved by having "something to do with the hands." Lessons were learned better, the hand-work acting as a stimulus.

SCHOOL GROUNDS.

The school ground should be well covered with sod and be well drained. It should be attractive and afford the children a pleasant place to play. The unsightly coal shed should be removed and a fuel room added to the rear of the house as shown in figure 7. Trees should be planted near the fence, but the center should be left for a play ground. It should be fenced to keep out stock that may be grazing along the road. The grass and weeds should be cut several times during the summer. If left until school begins the stubs of weeds make it unfit for a play ground.

OUTHOUSES.

Neglect of outhouses is the source of demoralization of many children. There should be two as far apart as the grounds will permit. Each should be screened and vines be planted to overrun the screen. The walls should be kept free from obscene language and pictures.

There are yet to be found double outhouses on school grounds. It is difficult to conceive of a worse arrangement than these doubled doored abominations. To build one of them should be a penal offence. Better expose the children to a deadly contagious disease than to subject them to the moral leprosy which lurks in these double outhouses.

CHAPTER III.

ORGANIZATION AND DEVICES.

The one-room school, containing as it does pupils of all ages and all stages of advancement, must be organized into a harmonious working body. Organization requires the grouping of pupils, the allotment of time, the assignment of duties so that both pupil and teacher may work to the best advantage.

The State Course of Study provides the plan of organization. It divides the work of the course into eight years, or grades, and each grade into classes. If all classes of the eight grades were present the divisions would be so numerous that the teacher could not do justice to all.

THE PLAN OF ALTERNATION.

The most successful scheme to secure fewer classes and yet do the least injustice to any is known as alternation. The work is so arranged that two grades may work together doing the allotted work of two years. But the year's work is done in the reverse order from the year before. In this way the classes required for three years of the course are dropped out, with little detriment to the work.

In September of the odd numbered years, as 1909, 1911, the classes are:

1. First year, in every study.
2. Second year, in every study.
3. { Third year, in numbers only.
- { Fourth year, in every study.
4. { Fifth year, in no classes at all.
- { Sixth year, in every study.
5. { Seventh year, in no classes at all.
- { Eighth year, in every study.

In September of the even numbered years, as 1910, 1912, the classes are:

1. First year, in every study.
2. Second year, in every study.
3. { Third year, in every study.
- { Fourth year, in numbers only.
4. { Fifth year, in every study.
- { Sixth year, in no classes at all.
5. { Seventh year, in every study.
- { Eighth year, in no classes at all.

Grades enclosed in braces recite together in the classes organized except in numbers in the third and fourth years. In the odd numbered years the work outlined for fourth, sixth and eighth years is done, and in the even numbered years that of the third, fifth and seventh years.

OUTLINE OF THE YEAR'S WORK.

The State Course of Study outlines the work for each year by months. If text books in a county are not uniform each teacher must adapt the text to the outline. In counties in which the books are uniform the county superintendent usually issues a supplement to the State Course, in which he makes the adaptation. As he makes out the questions for monthly or bi-monthly and final tests the order need not be exactly that of the State Course, but following more nearly the order of the text. This saves the teachers much labor and the pupil much confusion. But the suggestions of the State Course should not be neglected when a county outline is provided.

DAILY WORK.

Organization further requires that the work of the day for both the teacher and pupil be definitely outlined and time allotted for teaching and for study. The teacher's schedule of work is the program of recitation. The pupil's schedule is the program of study. The teacher does her most important work at the recitation bench. Here she tests, drills, and instructs the pupil. Here she assigns him work for the next day and prepares him to do it successfully. The pupil does his most important work at the study desk. Here he masters the tasks set him by the teacher. At the recitation bench he proves that he has done his part, receives the drill and direction which enables him to succeed if he has failed, and prepares him to successfully do the next work assigned.

DAILY SCHEDULES.

On the following pages are model schedules of recitation and of study, which may be used as guides in framing a program. All the classes are supposed to be present and no extra classes are provided for. It is likely that in most schools some of the grades will be missing. This will give additional time for the recitation of those present. It may be that some classes will be so small that less time is needed than is here assigned. This can be distributed to those classes which can profitably use a longer recitation period. If ninth and tenth years are taught the program given in the State Course of Study will be helpful in arranging the schedule of recitation.

DAILY PROGRAM—ODD NUMBERED YEARS.

STUDY.					RECITATION.			
EIGHTH SEVENTH	SIXTH FIFTH	FOURTH THIRD	SECOND	FIRST	SUBJECT	BEGIN	TIME	GRADES
Arithmetic..... Arithmetic..... Arithmetic..... Reading..... Reading.....	Arithmetic..... Arithmetic..... Arithmetic..... Arithmetic..... Reading.....	Arithmetic..... Arithmetic..... Arithmetic (4th Gr.) Arithmetic..... Arithmetic (3rd Gr.) Physiology..... Physiology.....	Numbers..... Numbers..... Numbers..... Spelling..... Spelling..... Seat Work.....	..... ..... Reading..... Reading..... Reading..... Reading..... Play..... Play.....	Opening Ex..... Reading..... Numbers..... Arithmetic..... Arithmetic..... Arithmetic..... Arithmetic..... Reading.....	9-00 9-10 9-20 9-30 9-40 9-55 10-05 10-20	10 10 10 10 15 10 15 10	All 1 2 3 7-8 4 6-5 8-7
RECESS					.	10-30	15	All
Grammar..... Grammar..... Grammar..... Grammar..... Spelling.....	Reading..... Reading..... Reading..... Spelling..... Spelling.....	Spelling..... Spelling..... Spelling..... Reading..... Reading.....	Spelling..... Spelling..... Reading..... Seat Work..... Seat Work.....	..... Reading..... Reading..... Reading..... Play..... Play.....	Reading..... Physiology..... Spelling..... Reading..... Grammar..... Spelling..... Spelling.....	10-45 10-55 11-03 11-13 11-28 11-43 11-50	10 8 10 15 15 7 10	1 4-3 2 6-5 8-7 4-3 8-7-6-5

Daily Program—Odd Numbered Years.—Concluded.

STUDY					RECITATION			
EIGHTH SEVENTH	SIXTH FIFTH	FOURTH THIRD	SECOND	FIRST	SUBJECT	BEGIN	TIME	GRADES
NOON						12-00	60	All
Geography	History	Reading	Reading .....	.....	General Ex.....	1-00	10	All
Geography	History	Reading	Reading	Reading	Reading	1-10	10	1
Geography	History	Reading	Reading	Reading	Reading	1-20	10	2
Geography	History	Language	Reading	Reading	Reading	1-30	10	4-3
History	Physiology	Language	Seat Work	Reading	History	1-40	15	6-5
.....	.....	Language	Seat Work	Play	Geography	1-55	15	8-7
.....	.....	.....	.....	Play	Physiology.....	2-10	10	6-5
.....	.....	.....	.....	.....	Writing-Drawing...	2-20	10	All
RECESS						2-30	15	All
History.....	Language.....	Geography.....	.....	.....	Lang.-Phys.....	2-45	15	1-2
History.....	Language.....	Geography.....	Seat Work	Seat Work	Language.....	3-00	10	4-3
Civics-Phys.....	Language.....	Geography.....	Seat Work	Seat Work	History.....	3-10	15	8-7
Civics-Phys.....	Physiology.....	Geography.....	Seat Work	Play	Language.....	3-25	10	6-5
.....	Physiology.....	Arithmetic.....	Seat Work	Play	Geography	3-35	10	4-3
.....	.....	.....	Seat Work .....	.....	Civics-Phys.....	3-45	15	8-7

DAILY PROGRAM—EVEN NUMBERED YEARS.

STUDY.					RECITATION			
SEVENTH EIGHT	FIFTH SIXTH	THIRD FOURTH	SECOND	FIRST	SUBJECT	BEGIN	TIME	GRADES
Arithmetic Arithmetic Arithmetic Arithmetic Reading Reading	Arithmetic Arithmetic Arithmetic Arithmetic Arithmetic Reading	Arithmetic Arithmetic Arithmetic (4th Gr.) Arithmetic Arithmetic (3rd Gr.) Arithmetic Spelling	Numbers Numbers Numbers Numbers Seat Work Seat Work	 Reading Reading Reading Reading Play Play	Opening Ex. Reading Numbers Arithmetic Arithmetic Arithmetic Arithmetic Reading	9-00 9-10 9-20 9-30 9-40 9-55 10-05 10-20	10 10 10 10 15 10 15 10	All 1 2 3 7-8 4 5-6 7-8
RECESS						10-30	15	All
Grammar Grammar Grammar Spelling	Reading Reading Spelling Spelling	Spelling Spelling Reading Reading Reading	Spelling Spelling Reading Reading Reading	Reading Reading Reading Play Play	Reading Spelling Reading Grammar Spelling Spelling	10-45 10-55 11-05 11-20 11-35 11-45	10 10 15 15 10 10	1 2 5-6 7-8 3-4 7-8-5-6

Daily Program—Even Numbered Years.—Concluded.

STUDY					RECITATION.			
SEVENTH EIGHTH	FIFTH SIXTH	THIRD FOURTH	SECOND	FIRST	SUBJECT	BEGIN	TIME	GRADES
NOON						12-00	60	All
Geography.....	Geography.....	Physiology.....	Reading.....	.....	General Ex.....	1-00	10	All
Geography.....	Geography.....	Physiology.....	.....	Seat Work.....	Reading.....	1-10	10	1
Geography.....	Geography.....	.....	Reading.....	Seat Work.....	Reading.....	1-20	10	2
Geography.....	Geography.....	Physiology.....	Reading.....	Seat Work.....	Reading.....	1-30	10	3-4
History.....	Geography.....	Physiology.....	Seat Work.....	Play.....	Geography.....	1-40	10	5-6
.....	Language.....	Physiology.....	Seat Work.....	Play.....	Geography.....	1-50	15	7-8
.....	.....	.....	.....	.....	Physiology.....	2-05	10	3-4
.....	.....	.....	.....	.....	Writing-Drawing...	2-15	15	All
RECESS						2-30	15	All
History.....	Language.....	Language.....	.....	.....	Language-Phys.....	2-45	10	1-2
History.....	Physiology.....	Language.....	Language.....	Reading.....	Language.....	2-55	15	5-6
.....	Physiology.....	Language.....	Language.....	Reading.....	History.....	3-10	15	7-8
Civics-Phys.....	Physiology.....	General Ex.....	Seat Work.....	Seat Work.....	Language.....	3-25	10	3-4
Civics-Phys.....	Physiology.....	General Ex.....	Seat Work.....	Play.....	Physiology.....	3-35	10	5-6
.....	.....	.....	Seat Work.....	Play.....	Civics-Phys.....	3-45	15	7-8

THE RECORD OF CLASSIFICATION.

If the school is actually organized a record of that organization can be easily made. The record also serves a good purpose in this that it gives the teacher a clearer idea of just what the organization is. There are two forms which are in general use and which answer the purpose well. If the record is complete it is not only a history of what has been done, it is such a description of the school that a new teacher can take up the work where it left off. By this means a school once started does not end. Vacations come, but the school still exists and goes on without interruption. Our government does not end when officers' terms expire, nor does it begin again when new ones come in. So a district school should continue as an institution even when it is not in session. The record of classification continues the organization from one year to the next.

REGULAR WITH THE COURSE.

A classified one-room school has this advantage over a graded school, pupils may be in classes in different grades at the same time. In most cases it is best if the pupil can be regular, yet in the exceptional cases he would better be in some studies in the seventh and eighth grade and in others in the sixth. In a one-room school the pupil may be placed in classes in which he can do most for himself and can be promoted as rapidly as he is able to do the advanced work.

FORMAL TESTS.

Every well regulated school should have monthly or bi-monthly tests. In the advanced grades they should be written and in the primary oral. The purpose is two-fold. The pupil may know definitely his mastery or lack of mastery of the work gone over. The teacher may learn where her efforts have fallen short. A failure means either that the work has not been well done by the pupil or well taught by the teacher. The test should help both pupil and teacher to remedy defects which, if not rectified, will cause trouble or disaster in the future.

Too often the test is used only as a means of determining the grades of the pupil. Not grades but efficiency in the work should be the end in view. The pupil's papers should be gone over by the teacher, the errors pointed out, and the papers returned. The grades should be determined after the correction has been made. If the teacher discovers that the month's work has not been well done it should be reviewed as time will permit while the next month's work is in progress.

FILING PAPERS.

When the papers have been corrected by the pupil they should be filed, each child's separately, for future reference. Each month the papers should be compared to note improvements. At the end of the year the papers should be given to the owners.

SCHOOL WORK—SCHOLARSHIP.

The first aim of the school is to give proficiency in the school arts. The child should learn to read, to write, to spell, and to figure, to speak and write the English language effectively, and to secure a fair knowledge of the world in which he lives and of the history of his country. It is the first duty of the teacher to see that these things are well learned. The habits of continuous application and accuracy formed by doing this work well will be quite as useful as will be the knowledge gained. This hard and some times irksome work must be done, or the school is not the greatest success possible.

The knowledge and the skill obtained from the mastery of the school subjects constitute the elements of an efficient mental equipment. They are the tools with which the pupil can work out a successful career. They are, however, of little value unless a good use is made of them and the disposition to use them is established.

BROAD INTERESTS.

The school should exert a strong influence in creating in the pupil a good point of view, a right attitude towards life and its work. Probably the strongest influence that can be brought to bear upon the child to turn his thoughts and purposes to the living of a right life is found in the reading of good books. Through reading he becomes interested in what has been done and what may be done to make life better. His aspirations are awakened, his ambition aroused, and he seeks to realize in his own life work and conduct the things in which he has become interested. Good books become his teachers and have the same influence upon the growth of his character that does the companionship of worthy people. To supply this need the Illinois Pupils' Reading Circle has been organized. A small library of books, selected from its list, may be made of great benefit to the children.

THE PUPILS' READING CIRCLE.

F. A. Kendall, Naperville, Illinois, is the manager and will give promptly any information desired.

A list of 250 books has been selected from which a choice may be made.

Diplomas are granted free of cost for the reading of six books.

A record of reading is furnished which goes with the pupil through every grade and at the end of his course will give an accurate account of his reading during his school life.

The teacher is the leader of the Circle, decides when a book has been satisfactorily read and makes a record of it in the pupil's book. The county superintendent is the county manager and grants the diplomas to the successful readers.

USE OF REFERENCE BOOKS.

If the children have access to their text books only, the best school work is hardly possible. A reference library is not a mere convenience, it is an essential.

There should be readable books on historical topics. Four Great Pathfinders, Story of the Middle Ages, The Story of Our English Grandfathers, Discovery of the Old Northwest, Side Lights on American History, Pioneers on Land and Sea, French Pathfinders, Historic Illinois, Conquest of the Old Northwest, Life of George Washington, Twelve Naval Captains, Hero Tales from American History, and Builders of Our Country are books which shed far more light on a subject in which the pupils' are interested than does the text book. The study of history will be more attractive and useful to the pupil if he reads these in connection with his history lesson.

In geography the value of the study will be doubled if the children read freely parts of the following books, as the subjects come up in their text books: King's Picturesque Geographical Reader, Seaside and Wayside, Carpenter's North America, South America, Europe and Asia, Around the World I, II, III. An encyclopedia like The New Practical Reference Library, written in language that a child can comprehend, can be made most useful in every subject by requiring the pupils to consult it on topics to be treated in regular recitations.

HOME READING.

Every child in school should have at hand at all times a book which will occupy profitably his leisure moments at home. Biography, books of travel, wholesome stories of life in different countries and in different ages, historical books within the range of his comprehension and interest, books having a literary and ethical value affect him for good as nothing else can. If the teacher can direct the pupil's reading she doubles her value as a teacher. The school library and the Pupils' Reading Circle afford the opportunity.

THE TEACHER'S SCRAPBOOK.

One of the best reference libraries is a well selected teacher's scrapbook. A number of large manila envelopes may be secured and labeled with the subjects which they contain. An index may be made on the outside. Newspaper clippings, magazine articles should be diligently collected. In one envelope may be placed history, and in others geography, and separate envelopes may be devoted to the important countries, also separate ones to different periods of history. There may be one devoted to each of the following: Biography, United States Government, Illinois History, Birds, Insects, Animals, Farming, Gardening, Poems, Heroic Deeds, Memory Gems. At the opportune time the proper article may be read to the class or given to a pupil to read.

The teacher's copy of the geography can be utilized. The clippings can be fastened with a bit of paste to the page where the subject is brought up. It can be readily detached, given to a pupil and replaced when he returns it.

The teacher should have one envelope for her own use for clippings from educational papers which she would like to refer to in the future.

AGRICULTURE AND HAND WORK.

Another device for creating an interest in right things and securing the child's application to their accomplishment is the study and practice of elementary agriculture and the use of tools. The child sets up an aim, and uses his energy, knowledge, and skill in reaching that aim. If this is kept up until he takes pleasure in it and it becomes habitual, right character begins to form. The complaint is made that the course of study is already too full and there is not time for the reading of books, the study of agriculture, and hand work. It must be borne in mind that these are side issues. The regular work of the school is the main thing. These things are done at opportune times. The teacher who sees their value will find the time and at the same time not neglect the fundamental work of the school.

COLLECTION OF MATERIAL.

The Department of Public Instruction, the Agricultural College of the State University and the Department of Agriculture at Washington, D. C., can supply the teachers with printed matter which will aid him in the presentation of the subject of agriculture and nature study. But a collection of material by the pupils and teacher in the neighborhood will add much to the interest. Seeds of all kinds may be gathered and preserved in small vials, collections of every kind of wood, collections of insects, plants and flowers may be pressed. Interesting objects as bird nests, bumble bees nests, butterfly and moth cocoons, best heads of wheat, oats, rye and barley, best ears of corn, may be kept in a tin box for study. Specimens of bark and pressed leaves may be collected when learning to distinguish trees.

A COLLECTION OF PICTURES.

A collection of pictures can be made very useful in teaching. Copies of masterpieces can be secured from one to ten cents each, which will make good material for language lessons as well as for picture study. Diagrams and maps may be collected which will help in the study of history. Pictures of flowers and birds are useful in nature study.

One of the most useful pieces of apparatus is the stereopticon with geographical views. This, the scrapbook and the collection of pictures are the teacher's personal property, and with his books, form the tools with which he works.

THE TEACHER AND HIS WORK.

The things touched upon thus far are aids to a good school, yet they are only aids. They do not make a good school. After all the teacher is the determining factor. There cannot be a good school with a poor teacher. There may be a good school with few of the aids, yet with them a good teacher will have a better school and a poor teacher will have one not quite so poor.

SCHOLARSHIP.

One cannot teach what he does not know. One cannot teach well what he knows imperfectly. First of all, then, the teacher should know the subjects to be taught, ought to know much more about them than is to be taught to children. She must know much more than the school subjects. Her purpose is to lead them into an efficient life, hence she should have that degree of knowledge of life that will enable her to lead the way. A girl with the degree of culture found in a household servant, who has learned to read, write, and figure, is hardly equipped to be a teacher of children, even though she can do these things very well.

A knowledge of life is obtained by association with people who live on a high plain or from assimilation of literature which is the recorded life of the greatest and best. The high school is supposed to give the pupil that higher degree of culture. The least then that can be thought adequate for the teacher's scholarship is the equivalent of a high school education.

INTEREST IN CHILDREN.

A genuine interest in the lives of children is quite as essential as scholarship. The teacher should find her greatest delight in seeing the children improve in power and in character. The spirit of helpfulness which such an interest brings is one of the characteristics of a superior teacher. It causes her to be ever on the alert to detect the child's needs and to supply them.

NATURALNESS.

This interest in children causes the teacher to be natural and genuine in her work with them. It drives out the stilted manner, attitude and voice that is so prevalent with those who assume that they occupy the platform as teachers, while the children are inferiors who must be made to do their duty.

The real teacher is not stilted, but treats the children naturally, kindly, and helpfully, her voice and manner expressing unmistakably that she is living with them and working with and for them. She secures the co-operation of the children and makes a show of authority in manner, or word only in extreme and infrequent cases.

CONTROL.

The power to control others easily is a gift of nature, yet it may be improved by observing a few essentials. A sympathetic knowledge of child nature and the disposition to be of service wins the child's confidence. Ability to do without faltering what needs to be done at once wins the child's respect. Arousing his interest in the work to be done secures his co-operation.

The power to keep the child at profitable work without relapses into aimlessness or idleness makes constant attention to discipline unnecessary. The school that needs constant effort to control is in a

diseased condition. Real control can be established only by getting all into right relations with the school, so that work fully occupies all. It may be necessary to stop all attempts at school work until the disease is cured. But if the whole time has to be given to this the school is a failure. The teacher's care should be to establish a condition of health, and to enjoy the fruits thereof. co-operation of all concerned in securing the realization of the purposes of the school.

SUGGESTIVE QUESTIONS ON CONTROL.

In judging a teacher's power and skill in control these points should be looked for:

Has he the right and definite ideal of what school order ought to be or does anything short of anarchy satisfy him?

Has he self-control or is he erratic, spasmodic, unsteady, floundering?

Does his manner indicate that he expects attention and industry or does it invite inattention and disobedience?

Does he say what ought to be said and stop or does he talk too much?

Does he speak with a kind, well modulated, yet firm voice, or does he whine, scold and nag?

Is he respectful and considerate of the pupils' rights, or is he self-centered and arbitrary?

Does he secure immediate obedience or does he falter and delay until a show of temper is necessary?

Is he punctual in calling and dismissing classes, or by uncertainty and irregularity does he interfere with the regular work of the school?

Does he keep the recitation moving and the children at work or does he aimlessly hear recitations, failing to interest the pupils?

Does he see and hear what is going on or is he unconscious of idleness or mischief?

Do the pupils have confidence in what he says or do they act as if they knew that punishment would not follow transgression?

Is lack of control due to the teacher or to the conditions which make it difficult, as lack of scholastic qualification of the teacher, lack of authority, lack of co-operation of parents, unattractive school room, uncomfortable seats, bad heating and ventilation?

THE LESSON.

In the assignment, preparation, recitation, and application of the lesson is where the teacher's and pupils' minds meet to the end that the pupil may be benefited. The lesson is the center of activity. All the work of the school is focused here.

SUGGESTIVE QUESTIONS ON THE ASSIGNMENT.

Is the teacher's knowledge so fresh and complete that he can tell the pupil clearly just what he is to do, or does he say "take the next lesson" or "the next page"?

Does he use good judgment in assigning a lesson that can be learned in the allotted time or does he simply guess at it?

Does he give the preliminary drill required for the pupil to successfully prepare his lesson, or does he not know that such is necessary?

If the topical method of assignment is used are the topics such as will cause the pupil to think and to master the lesson or are they aimless?

Are reference books called into use?

PREPARATION OF THE LESSON.

It is quite as necessary for the teacher to prepare the lesson as it is for the pupil to do so. The teacher prepares it before the assignment, the pupil afterward.

SUGGESTIVE QUESTIONS ON THE PREPERATION.

In oral instruction has the teacher prepared the lesson so that he can teach it effectively, or does he just talk disconnectedly about the point of the lesson?

Does the pupil simply memorize the text or does he comprehend and assimilate the points of the lesson?

Does the teacher give pupils instruction in how to study the lesson?

Does he see to it that the pupil uses the allotted time to prepare the lesson, or does he allow the pupil to do as he pleases?

THE RECITATION.

In the recitation the teacher must test the pupil's mastery of the lesson, instruct and drill him where the same is necessary. The pupil must reproduce the several points of the lesson in his own language and show that he has acquired and assimilated them. He utilizes the instruction given and engages in the necessary drills to master that in which he is found deficient. What was imperfectly understood now becomes clear, what was unrelated and without interest is now seen to have deep significance. The pupil should make a distinct advance and be prepared to take the next step.

SUGGESTIVE QUESTIONS ON THE RECITATION.

Do the teacher's questions appeal merely to the pupil's memory or do they bring out assimilated knowledge?

Does the pupil answer what he knows or does he guess?

Does he know whether the pupil's answer is adequate or is he satisfied with a reply that may only hint at the answer?

Do the questions reveal to the pupil what he does not know and why he does not know it?

Does he take the step necessary to get the pupil to remedy the defect?

Do his questions and manner invite the pupils' interest and confidence so that they ask questions for information or do they cause them to conceal their ignorance?

Is the marking system so used that it encourages the pupils to deceive the teacher as to their ignorance?

Does he stimulate to the best effort or does he paralyze?

Has he skill in discovering what the pupil does not know and why he does not know it?

Does he give the pupil a fair chance to recite or does he interrupt before the pupil has finished?

Does he repeat the pupil's answer?

Do his questions suggest the answer and can they be answered by yes or no?

Does he require the pupil to recite or does he do it himself?

Is the recitation a conversation between teacher and pupil or a stilted performance of command and obey?

Is the lesson clearly related to what preceded and what follows?

Is the pupil made to talk to the point or is he allowed to drivel?

Does the recitation strengthen the desire for accuracy, truthfulness, masterfulness, honesty, and uprightness?

Are the recitations both oral and written?

Does the recitation begin at once or is time wasted by irrelevant talk or delay?

Is the time wasted in having pupils work problems at the board which are already well understood and have been mastered or is the time utilized in instruction and by drilling on work not mastered?

Does the teacher know when the point is or is not stated or does any sort of talk on the pupil's part satisfy him?

Does the recitation awaken or kill interest?

Does the teacher try to secure attention by making the instruction interesting or by commanding the pupil to attend?

Does he teach without the open text book or must he depend on it to supply the questions and to determine whether the pupil is right?

Do the whole class and teacher attend to the recitation of each pupil or does it concern only the one reciting?

Does one talk at a time or do all talk at once?

Are questions asked and then a pupil called upon or the reverse?

Are the pupils encouraged to express their opinions or are they ridiculed for so doing?

Are the pupils led or driven in the recitation?

APPLICATION OF THE LESSON.

The greatest value of knowledge and skill arises from the use to which they are put. The application of knowledge is also a strong factor in making it permanent. If no use is made of it what is learned is soon forgotten. The child learns to read easy exercises. As he advances he is given more difficult exercises. He may finish his school course and have spent his time in the performance of exercises. Never having been called upon to make use of his art he discontinues reading when the necessity for performing has ceased.

As soon as he can read a little he should be trained to use his power in satisfying a felt need, to read interesting stories and to get information out of other than his text books.

As soon as he can handle numbers he should be called on to use them. In his paper folding, drawing and construction work he needs to make measurements and computations. When he has learned a part of the multiplication table real problems may be made to arise in which his knowledge may help him to arrive at results quickly. The text book problems are exercises upon which the pupil is drilled, but the best teaching takes place when he is led to find problems of his own which he must solve.

Language and grammar are the most difficult subjects in which to interest pupils. They have no desire to speak correctly. Incorrect speech is so prevalent in the home and on the play ground that one who speaks correctly is odd and is laughed at. It is easier to arouse a desire to write correctly, for all that is read is in correct form.

Geography, history, and physiology, are usually of less interest than reading and arithmetic because the child feels that he has no use for them and never will have. The teacher's task is to devise means to make them of use to the pupil now, and to get him to see that they will be of use to him in the work of life.

PROFESSIONAL STUDY.

The successful practice of the art of teaching requires thought and study. Necessity requires most teachers to engage in it without previous preparation. They must depend upon memory and the power to imitate.

If the teacher will study the State Course of Study until he has a clear idea of its provisions he will have gained much toward a better idea of organization and method. If he will then secure such books as White's School Management and his Art of Teaching, Roark's Method in Education, Hindale's Art of Study, and study them daily with a view to solving the problems which confront him in the school room, he will make rapid progress in the art of teaching.

There are numerous school journals, most of which contain matter directly to the point. The one-room school teacher should take at least one journal that selects its articles with a view of helping the work of the month as outlined in the State Course of Study. The School News is very helpful along these lines. Most of the county superintendents require the reading of one journal and the study of the books selected by the State Teachers' Reading Circle Board.

RESULTS.

The final test of the school is the results. The immediate aim is scholarship and skill in the field covered by the school course. The final aim is capable and useful men and women.

SUGGESTIVE QUESTIONS ON RESULTS.

- Do the older pupils show genuine interest in their school work?
- Do they do the work well?
- Are they eager to learn?

Are they respectful and considerate of others, or are they rude and disposed to annoy?

Are they disposed to be helpful?

Are they eager for self-improvement?

Are they truthful, straight-forward, or are they inclined to deception?

Do they seem to be headed for an honest and useful career?

SUGGESTIVE QUESTIONS ON THE TEACHER AND HIS WORK.

What has been the teacher's scholastic and professional training? 43.

Is he neat in his attire?

Are his deportment and manners good?

Is he really interested in his work?

Is he optimistic or does he spend his time in finding fault?

Does he control the school? 43.

Is he progressive, trying to do better today than yesterday?

Does he make a study of his profession? 47.

Does he handle the lessons as suggested on page 44?

Do the results measure up to the standard set on page 47?

VISITING THE ONE-ROOM SCHOOLS.

In this pamphlet the attempt has been made to set forth the essentials of a standard one-room school. If this attempt has been successful a teacher or a county superintendent should be able to compare a school with this standard and determine wherein it does or does not measure up to it.

The Superintendent of Public Instruction wishes to be as helpful as possible to these schools. To this end he will have one of his assistants, the supervisor of county schools, devote all his time in co-operating with county superintendents, school officers and teachers to bring as many of these schools as possible up to this standard.

Upon the invitation of the county superintendent this assistant will visit such schools as the county superintendent may desire to have inspected. If the school is found to meet the requirements, a diploma will be granted to the school as a testimonial of the fact. If it fails to meet the requirements, the shortcomings will be pointed out to the school officers, and upon the testimony of the county superintendent that the deficiencies have been made good, the diploma will be issued.

The supervisor of country schools will spend as much time in each county as is necessary and if he is unable to visit all the counties, any county superintendent is authorized to make a report of the schools in his county which meet the requirements to be listed as standard schools. A detailed record of each school inspected will be kept. Photographs of things of interest will be taken. Every month a list of schools which have received diplomas will be published in the Educational Press Bulletin. At the close of the year a pamphlet will be issued showing what has been accomplished by teachers and county superintendents in bringing about better school conditions

for the country children. On these visits the supervisor will be glad to address township and county meetings of school officers and teachers on the subject of country school improvements.

THE STANDARD ONE-ROOM SCHOOL AND THE DIPLOMA.

To receive the diploma the school must meet the requirements on the following points:

GROUNDS.

(The figures after the questions refer to the pages in this pamphlet where the questions are discussed.)

- Are there shade trees and shrubbery? 32.
- Is there ample play ground? 32.
- Is the yard properly fenced and kept? 32.
- Is there a sufficient supply of good pure drinking water?
- Are there two out-houses and are they widely separated? 32.
- Are the out-houses so constructed and kept as to promote decency? 32.
- Is the fuel house convenient and in good condition? 32.

SCHOOL HOUSE

- Is it painted and in good repair?
- Is it well lighted, well heated and well-ventilated? 7-11.
- Are the walls decorated?
- Has it ample black-board suitably placed? 26.

FURNISHINGS AND SUPPLIES.

- Are desks adjusted to the children and properly placed? 7-11.
- Is the teacher supplied with a good desk and two chairs?
- Are the apparatus and supplies sufficient and well cared for? 26.
- Is there a well selected collection of books kept in a good case? 28.
- Are the wall pictures well selected?

ORGANIZATION.

- Is the classification register well kept? 28.
- Is a copy of the classification record sent to the county superintendent? 39.
- Is alternation practiced and are classes reduced in numbers so that all receive adequate time? 33.
- Is there a definite program of study and another of recitation? 35-38.
- Do pupils study their lessons at the time assigned? 35-38.
- Are formal tests given? 39.
- Are final tests given?
- Do pupils receive diplomas or certificates of promotion?
- Are papers properly utilized and kept on file?

Is the reference library used effectively? 40.

Is there a circulating library and is the home reading properly directed? 41.

Is proper interest taken in industrial training? 42.

Is the attendance regular?

Is the school in session at least seven months in the year?

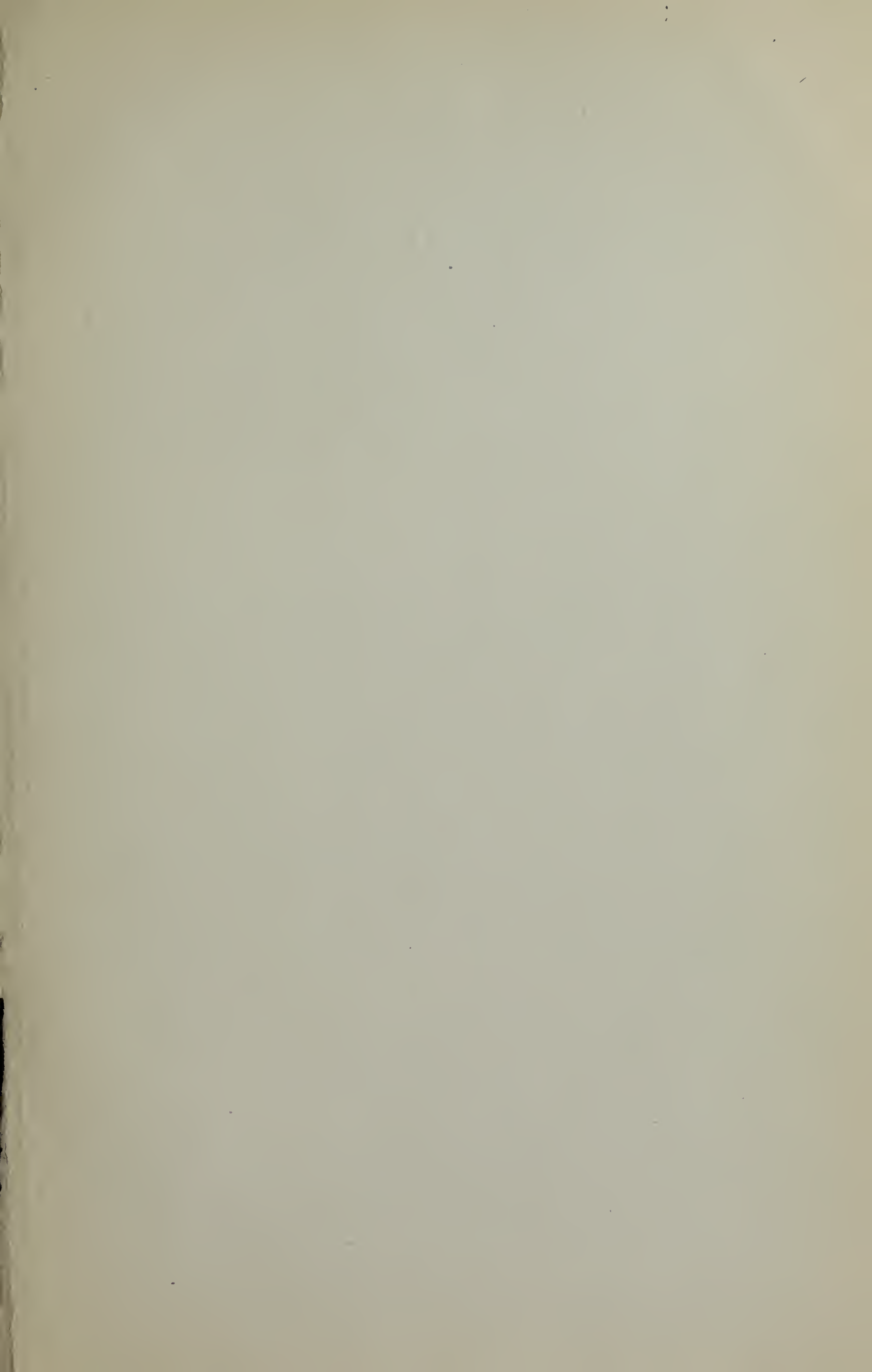
THE TEACHER.

Does the teacher receive a salary of at least forty dollars per month?

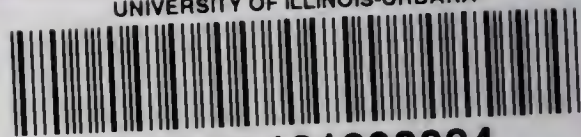
What preparation has the teacher made for his work?

Does he attend the institute and association meetings?

Does he read the books of the Illinois State Teachers Reading Circle?



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